DOCUMENT RESUME

ED 216 142 CE 032 126

AUTHOR	Linton, Margaret; Whitehead, Vivian
TITLE	Coordination Project for Educational Change at Will County Jail, July 1, 1980-June 30, 1981.
INSTITUTION	Joliet Junior Coll., Ill.
SPONS AGENCY	Illinois State Board of Education, Springfield. Adult and Continuing Education Section.; Office of Education (DHEW), Washington, D.C.
PUB DATE	81
NOTE	69p.
AVAILABLE FROM	Curriculum Publications Clearinghouse, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 ($2.00).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Education; *Agency Cooperation; Career Counseling; *Coordination; *Correctional Education; *Correctional Rehabilitation; Counseling Services; Educationally Disadvantaged; Prisoners; Public Agencies; *Social Agencies; *Social Services
IDENTIFIERS	Illinois (Joliet); Will County Jail IL

ABSTRACT

A project developed and implemented a complete system of intake-assessment-information-referral-followup and community cooperation in the delivery of services to 30 residents of Will County Jail. Its long range objective was to facilitate the self-direction of educationally needy incarcerated persons for reintegration into society as responsible adults. Intake and assessment instruments were selected or developed, including two intake instruments, academic assessment instruments for reading and mathematics, career inventory, and a self-understanding instrument. To sensitize and develop coordination among community agencies to develop and provide services to the incarcerated and released prisoners, the project director became involved in the Will County Community Services Council and established personal contacts with specific agencies. Following this narrative section, one-page summary profiles are provided of the 30 participants in the project. Summary charts show educational background, employment information, Myers-Briggs Personality Types, involvement with the law, and social profile information. Other information includes a summary profile of project participants, charts of the network of social service agencies providing in-jail and post-jail services, and charts on post-project situations of participants. A model outlines a step-by-step procedure to implement this type of program. Conclusions and recommendations conclude the report. (YLB)

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COORDINATION PROJECT FOR EDUCATIONAL CHANGE

AT WILL COUNTY JAIL

Joliet Junior College
1216 Houbolt
Joliet, Illinois 60436

Supervisor, Adult Basic Education: Margaret Linton
Project Coordinator: Sister Vivian Whitehead, O.S.F., Ph.D.

July 1, 1980 - June 30, 1981

Dissemination through: Illinois State Board of Education
Springfield, Illinois

A special demonstration project conducted under provisions of Section 309 of the Federal Adult Education Act, P.L. 91-230, as amended, and supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare and the Illinois State Board of Education, Adult and Continuing Section. The facts and opinions stated in this report are those of the project staff and do not necessarily represent those of the U.S. Office of Education or the Illinois State Board of Education.

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ABSTRACT: COORDINATION PROJECT FOR EDUCATIONAL CHANGE AT THE WILL COUNTY JAIL

The development of a holistic approach to positive change for the residents of jails and similar settings

The short range purpose of this project was to develop and implement a complete system of intake-assessment-information-referral-follow-up, and community cooperation in the delivery of services for thirty residents of Will County Jail. The long range purpose of the project was to facilitate the self-direction of educationally needy incarcerated persons for reintegration into society as responsible adults.

Intake and assessment instruments selected or developed for the project include an education and employment assessment, social profile, academic assessment in reading and mathematics, career inventory, and a self-understanding instrument.

Residents enrolled in the jail education program were informed of the project called "Futures". The thirty participants were selected from the various learning levels. The selection was voluntary and non-discriminatory.

In-jail participation in the project included education classes; personal, career, and transitional counseling sessions; involvement with appropriate community service agencies when feasible; and formulation of post-jail goals. The director assumed an advocacy role with the courts and families for the twenty-four pre-trial participants.

As part of the project the director developed a network of community service agencies willing to cooperate in a service delivery program for residents. Information concerning in-jail and post-jail services is included in the report.

A one-page summary profile of each participant is presented in the report. The profile gives the participant's age, sex, race, economic status, family background, personality characteristics, chemical dependency, involvement with the law, educational background, employment at the time of incarceration, career/job preference, involvement in in-jail programs, post-jail goals, post-jail activities with the project director and evaluation parameters.

As of June, 1981, one participant remains in jail waiting extradition, two have been sentenced to an alternative program of drug rehabilitation, eleven

in prison. Sixteen are released back into the community, six of whom are still awaiting trial.

Evaluation parameters for the fourteen participants now in institutions indicate that thirteen show motivation for positive change, six of whom are both sincere and realistic in their expectations. All the participants are either actually involved or have asked to be involved in institution education/training programs.

Evaluation parameters for the sixteen participants now in the community indicate that three have lost contact with the director and are no longer either interested or present in the area. Of the remaining thirteen, ten have met survival needs satisfactorily, three only minimally. Survival needs include basic shelter, clothing, and food. Only three have found satisfactory steady employment, five have temporary employment, five are unemployed. Four participants are presently involved in education/training programs, five have future plans, four are not interested. Four participants seem to have made a satisfactory personal and social adjustment, two are presently getting professional help, seven could use professional help but do not seem ready to initiate it. Only one participant has had further involvement with the law.

Project conclusions indicate that the holistic approach based on an accurate profile of each resident, as well as a realistic assessment of his/her individual needs is necessary to break the crime-jail-crime cycle. Significant crime-related factors include unemployment, lack of education and marketable skill training, chemical dependence on alcohol and drugs, and unstable family situations. Transition from jail to the community is a critical time and calls for community cooperation if survival needs are to be met. Other conclusions are found in the report.

Recommendations based on the project include the continuation and development of the Futures program for Will County Jail and the community network providing in-jail and post-jail services. Education is seen as the most effective entry point for residents to consider positive change in their lives.

II. INTRODUCTION

A. PROJECT PHILOSOPHY

Our response to crime in the United States has largely been incarceration in jails and prisons. Yet statistics show a recidivism rate close to sixty percent (60%); incarceration is not an effective deterent to a criminal life style. Our jails and prisons warehouse people and return them to society to face the same problems and situations initially contributing to their involvement in crime.

Jails are the entry point to the criminal justice system, and are often considered the "ghetto" of the system. Most of the persons in our jails aren't convicted of crimes, but are merely awaiting trial. Most of these are held because they are too poor, or poorly connected, to make bail. Guilty or not, many wait months for trial, often in bad or even inhuman conditions. Eventually some will be found guilty and sentenced to jail or prison, or released on probation. Others will be found innocent and released.

The residents of our jails are young, uneducated, unemployed, often chemically dependent on alcohol and drugs, often in need of personal and social adjustment. If upon their release, they are placed in the same environment, without any guidance and direction, they will be unable to cope. Housing, employment, immediate survival are critical factors.

In this initial stage of the criminal justice system, many residents are amenable to help and more hopeful about changing their situation and doing what is necessary

to lead more productive lives. There is no easy solution to the problem of recidivism, but a holistic approach toward positive change could prove effective.

This holistic approach must be two-dimensional: one dimension focusing on the jail resident, the other on community service agencies. Residents need the opportunity to participate in a complete system of intake, assessment, and follow-up which would include a social profile, academic testing, personality and career awareness, an education/training/employment plan, information, referral, and follow-up. The community agencies need to become aware of and sensitive to their responsibility of providing services while residents are incarcerated and after they are released. Many services are available in the community but they rarely reach the incarcerated adult.

B. PROJECT PURPOSES

The short term purpose of this project was threefold:

1. To develop and implement a complete system of intake-assessment-information-referral and follow-up for a selected number of residents of the Will County Jail, Joliet, IL.

2. To sensitize and develop cooperation among community agencies to develop and provide services while residents are incarcerated and when released.

3. To develop a model program, which may have long range effects on planning and implementation for the Will County Jail and which could be adapted in similar settings.

The long range purpose of this project was to facilitate

the self direction of educationally needy incarcerated persons for reintegration into society as responsible adults.

C. PROJECT DATES

The project development dates were July 1, 1980 through June 30, 1981.

D. PROJECT PERSONNEL

Supervisor of the Adult Basic Education Program at Joliet Junior College is Margaret Linton. Project Coordinator is Sister Vivian Whitehead, O.S.F., Ph.D, ABE Instructor and Director of the Center for Correctional Concerns, Joliet, Illinois.

The funded institution is Joliet Junior College
Adult Basic Education
300 West Briarcliff
Bolingbrock, Illinois 60439

E. ADDRESS OF STATE AGENCY

The Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

III. NARRATIVE

A. PROJECT BACKGROUND

In July, 1979, Sister Vivian Whitehead, project director initiated a chaplaincy program in Will County Jail. She soon became aware of alarming facts concerning the Jail and its residents. The Will County Jail is a basement facility, windowless, overcrowded with dormitory cells, unconstitutional by the State of Illinois County Jail Standards. Statistics showed that 2800 adults were incarcerated there in 1979. The average daily population of the jail was ninety. Ninety percent (90%) of the population was pre-trial with an average stay of thirty to sixty days, but with twenty percent (20%) usually remaining in jail over one hundred days while waiting for trial. Ten percent (10%) were sentenced for less than one year. The population was fifty-three percent (53%) Caucasian, forty three percent (43%) Black American, four percent (4%) Hispanic or other. Eighty percent (80%) were unemployed at the time of incarceration; seventy percent (70%) never completed highschool; ten percent (10%) never completed grade school; and a significant number could neither read nor write. The average age of the residents was twenty-three (23).

In October, 1979, Sister Vivian approached Margaret Linton, Supervisor of the Adult Basic Education Program at Joliet Junior College, about the possibility of offering ABE/GED classes in the Will County Jail. Classes began with Sister Vivian as director of the program. As students prepared to take the GED test, it was necessary that the jail become a site for giving the

GED test. In February, 1980, Matthew Racich, Will County Superintendent of Schools, declared Will County Jail an official site for the administration of the GED test.

The education program proved to be a positive force toward change. However, other needs of the resident called for attention if the education efforts were to be fully effective. It was evident that there was a need to develop a holistic approach toward positive change for the residents of Will County Jail. This project was initiated to design such an approach and to provide a model that could be used in similar situations. The specific purposes of the project are stated in the introduction to this report.

B. PROJECT DEVELOPMENT

In explaining the project development, each objective will be considered separately.

PROJECT DEVELOPMENT OBJECTIVE I

The first objective of the project was to develop and implement a program of intake-assessment-information-and referral for thirty residents of the Will County Jail.

The initial step in implementing this objective was the research and development of instruments for intake and assessment. The instruments included an education and employment assessment, social profile, academic assessments in reading and mathematics, career inventory, and self-understanding instruments. The following instruments were selected or developed:

INTAKE AND ASSESSMENT INSTRUMENTS

INTAKE INSTRUMENT #1: EDUCATION AND EMPLOYMENT ASSESSMENT
REGISTRATION FORM FOR EDUCATION PROGRAM
AT WILL COUNTY JAIL
Source: Sr. Vivian Whitehead, O.S.F. Ph.D.
1550 Plainfield Road, Joliet, IL., 60435

INTAKE INSTRUMENT #2: SOCIAL PROFILE
(Family, Economic status, Religion, Physical health, Mental health, Alcohol dependency, Drug dependency, Suicide tendency, Involvement with law)
Source: Sr. Vivian Whitehead, O.S.F.

ACADEMIC ASSESSMENT: READING
Bottell Reading Inventory: Word Opposites Test
Source: Follett Publishing Co., Chicago, IL.
Stanford Diagnostic Reading Test
Source: Harcourt Brace Jovanovich, Inc., N.Y.

MATHEMATICS
Math Locator Skills
Source: Joliet Junior College ABLE Program

CAREER INVENTORY: THE SELF DIRECTED SEARCH FOR EDUCATIONAL AND VOCATIONAL PLANNING FORM E
Source: Consulting Psychologists Press, Inc.
577 College Ave., Palo Alto, CA., 94306

SELF-UNDERSTANDING INSTRUMENT: MYERS-BRIGGS TYPE INDICATOR: FORM G
Source: Consulting Psychologist Press

Thirty jail residents were selected for the project in the following manner. All jail residents were informed about the education program at the jail, JEP. In each of the three seven-week sessions of classes (August, October, January), ten residents were selected for participation in the project. All students enrolled in the education program were invited to participate in the project known as FUTURES. The basis for selection was non-discriminatory, voluntary or

included students enrolled in the ABE basic skill classes, ABE preGED classes, GED classes, and post GED classes.

Three formal counseling sessions were conducted with each participant: the first asking the question "Where have I been?" and concentrating on the social profile, the second asking "What do I want to do?" and focusing on the results of the career inventory, the third asking "What kind of person am I?" and giving the feed back on the self understanding instrument.

In-jail services were offered to some participants. Agencies included Treatment Alternatives to Street Crime, Will County Alcoholism Consultation Service, CETA, Prisoner Release Ministry, Will County Health Department, and the Drug Coordination and Information Council.

Twenty-four project participants were pre-trial detainees. It became important in many situations to become involved in the pre-trial and trial proceedings. This included advocacy sessions with lawyers, judges, probation officers, and parole officers; advocacy sessions with the family of the resident; and presence during the actual court proceedings.

Each participant was asked to formulate post-jail immediate and long-term goals with a plan for implementation, including the specific responsibilities of the participant and the project director.

Each participant was given a copy and explanation of the booklet "Your Guide to Community Services". Appropriate referrals were indicated.

A follow-up contact program was established. If the participant was sentenced to prison or a treatment center, the follow-up took the form of letter contact, visit if feasible, and advocacy with institution personnel for rapid entry into programs. If the participant was released into the community, the follow-up took the form of home visits, meetings and phone calls, and advocacy with community agencies.

Evaluation parameters were established. If the participant was sentenced to prison or a treatment center, the parameters considered were motivation for change in life style and involvement in prison programs. If the participant was released into the community, the parameters included survival needs, employment, personal/social adjustment, education/training programs, and further involvement with the law.

PROJECT DEVELOPMENT OBJECTIVE II

The second objective of the project was to sensitize and develop cooperation among community agencies to develop and provide services while residents are incarcerated and when released.

The initial step in implementing this objective was for the director to become actively involved in the Will County Community Services Council. The Council is a network organization of approximately ninety social service agencies serving Will County. As a member of this Council the project director had the opportunity to establish direct contacts with the agency directors and to provide a slide show presentation which explained the jail conditions, the needs of jail residents, and the need for a network of community agencies to respond. A copy of the script used in this presentation is included with this report.

Personal contacts were established with those agencies whose services were most directly involved with the jail residents. Assistance areas included general, emergency and crisis, medical, dental, mental health, alcohol and drug dependency, employment, education and training, legal and correctional, personal and family counseling, veteran needs, Hispanic needs. A network was formed of those agencies who were willing to collaborate in providing post-jail services.

Specific agencies were asked to provide in-jail services. Those agencies included Treatment Alternatives to Street Crime, Will County Alcoholism Consultation Services, CETA, Prisoner Release Ministry, Will County Health Department,

Will County Drug Coordination and Information Council, and CETA Vocational Assessment Center.

A booklet was prepared listing agencies and services available in the Joliet, IL., area. This booklet, Your Guide to Community Services, Joliet, Illinois, was distributed to the project participants with specific referrals indicated. A copy is included in the Appendix.

As part of the follow-up activities, the project director personally introduced the participant to the intake director of the social service agency whenever possible.

PROJECT DEVELOPMENT OBJECTIVE III

The third objective of the project was to develop a model program which would have long range effects on planning and implementation for Will County Jail and which could be adapted in similar settings.

The initial step in implementing this objective occurred in March, 1981. The project director outlined a step by step procedure to implement a system of intake-assessment-follow-up and community cooperation for residents of a jail or similar setting. A copy of this outline is included later in this report.

On March 26th the project director presented this model program in a workshop at the Illinois Adult and Continuing Educators Association meeting in Springfield, Illinois.

The Sheriff and Deputy Warden of Will County have been continually advised of the development of the project. A copy of the final report will be submitted to them along with the recommendation that the program be continued.

C. PROFILES OF PROJECT PARTICIPANTS

The following pages present a one-page summary profile of each of the thirty participants in the project. Each profile gives the participant's age, sex, race, economic status, family background, personality characteristics, chemical dependency, involvement with the law, educational background, employment at the time of incarceration, career/job preference, involvement in in-jail programs, post-jail goals, post-jail activities with the project director, and evaluation parameters.

PROFILE # 1

AGE: 19 SEX: M RACE: Caucasian ECONOMIC STATUS: Low middle class

FAMILY BACKGROUND: relatively stable

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISFP
OTHER: passive, reserved

CHEMICAL DEPENDENCY: moderate

INVOLVEMENT WITH LAW: PAST: a few involvements: short term jail incarceration

PRESENT CAUSE OF INCARCERATION: accused of murder

STATUS OF INCARCERATION: pre-trial

MY INVOLVEMENT IN CASE: advocacy with court, advocacy with family, presence during court proceedings

EDUCATION: LAST GRADE COMPLETED: 9
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Expulsion
MAIN REASON FOR WANTING EDUCATION NOW: Obtain GED diploma for better employment
EDUCATIONAL ASSESSMENT: BOTTELL 6, STANFORD 9.9, MATH LEVEL 3

EMPLOYMENT: AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: social
INTEREST: interested in counseling and guidance but would be happy as a truck driver.

IN-JAIL PROGRAM: EDUCATION: ABLE: ABE/GED
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: obtain GED and employment

POST-JAIL FOLLOW-UP ACTIVITIES: released from jail after 4 months insufficient evidence to proceed with trial
- weekly contact for first month
- acceptance with CETA program: Learning & Skills Center
- continual support contact

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: satisfactory
EMPLOYMENT: in conjunction with CETA
PERSONAL/SOCIAL ADJUSTMENT: fluctuates, poor self direction and motivation
EDUCATION/TRAINING: missed GED by one point; discouraged
FUTURE INVOLVEMENT WITH LAW: none

PROFILE #2

AGE: 21 SEX: M RACE: Black American ECONOMIC STATUS: Poverty level

FAMILY BACKGROUND: some stability, has girlfriend and children

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ESFJ
OTHER: personable, serious

CHEMICAL DEPENDENCY: moderate

INVOLVEMENT WITH LAW: PAST: five involvements, mostly theft and robbery, jail but no prison

PRESENT CAUSE OF INCARCERATION: burglary

STATUS OF INCARCERATION: pre-trial

MY INVOLVEMENT IN CASE: advocacy with court, presence during trial

EDUCATION: LAST GRADE COMPLETED: 10
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: Expulsion
MAIN REASON FOR WANTING EDUCATION NOW: Obtain GED diploma for better employment
EDUCATIONAL ASSESSMENT: BOTTELL 6, STANFORD 8.6, MATH LEVEL 2

EMPLOYMENT AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: realistic
INTEREST: interested in welding

IN-JAIL PROGRAM: EDUCATION: ABLE: ABE/GED: Attempted GED but missed by 5 points
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: obtain GED, good employment, relocate with family

POST-JAIL FOLLOW-UP ACTIVITIES: sentenced to prison for 6 years (minimum security)
- continual contact through correspondence
- personal visit

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: prison
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: very positive
INVOLVEMENT IN PRISON PROGRAMS: education program, mechanical training course

PROFILE #3

AGE: 22 SEX: M RACE: Caucasian ECONOMIC STATUS: indigent/welfare

FAMILY BACKGROUND: extremely unstable, invalid father, lived with girlfriend for 2 years

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: INTJ
OTHER: extremely personable, reckless, "daredevil", self-starter

CHEMICAL DEPENDENCY: moderate use of drugs, extreme use of alcohol which is crime related

INVOLVEMENT WITH LAW: PAST: continual: in and out of juvenile homes, jails and prisons since he was 15

PRESENT CAUSE OF INCARCERATION: armed robbery

STATUS OF INCARCERATION: pre-trial (long term) (recidivism)

MY INVOLVEMENT IN CASE: advocacy with parole board, advocacy with court, advocacy with family, presence during trial

EDUCATION: LAST GRADE COMPLETED: 8 (half completed grades after that)
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: sent to juvenile home, family problems
MAIN REASON FOR WANTING EDUCATION NOW: Obtain GED diploma, interested in college and career
EDUCATIONAL ASSESSMENT: BOTTELL 7-8, STANFORD 12.3, MATH LEVEL 3

EMPLOYMENT AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: social
INTEREST: interested in photography

IN-JAIL PROGRAM: EDUCATION: ABLE: GED, GED diploma, post GED work in Algebra
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: college education, training in photography, marriage and family

POST-JAIL FOLLOW-UP ACTIVITIES: sentenced to 2 years in prison
- advocacy with family
- advocacy with Department of Corrections for placement in minimum security
- continual contact through correspondence
- plan for personal visit

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: prison
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: seems motivated, but may be too institutionalized to make it in the community. Alcohol problem not resolved
INVOLVEMENT IN PRISON PROGRAMS: active participation in college course work

PROFILE #4

AGE 22 SEX: M RACE: Caucasian ECONOMIC STATUS: middle class

FAMILY BACKGROUND: relatively stable, father deceased

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISTP
OTHER: extremely passive personality, reticent, not a self starter, low self esteem

CHEMICAL DEPENDENCY: extreme dependence on alcohol which is crime related

INVOLVEMENT WITH LAW: PAST: some involvements with short term jail incarceration

PRESENT CAUSE OF INCARCERATION: burglary

STATUS OF INCARCERATION: pre-trial

MY INVOLVEMENT IN CASE: advocacy with court, advocacy with family

EDUCATION: LAST GRADE COMPLETED: 10
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: didn't like school
MAIN REASON FOR WANTING EDUCATION NOW: Obtain GED diploma for better employment
EDUCATIONAL ASSESSMENT: BOTTELL H.S., STANFORD Grad., MATH LEVEL 5

EMPLOYMENT: AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: realistic
INTEREST: interested in plumbing profession

IN-JAIL PROGRAM: EDUCATION: ABLE: GED, GED diploma
COUNSELING: personal, career, transitional

POST-JAIL FOLLOW UP: released into community, daily contact for first week, assistance in meeting survival needs of housing, assistance in finding employment, not accepted in Army, contact with family, personal contact for support, counseling continual

POST-JAIL MAIN GIALS: employment, meet needs for survival

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: satisfactory
EMPLOYMENT: temporary, but not satisfying, not accepted in Plumbers Union, possibly due to felony record.
PERSONAL/SOCIAL ADJUSTMENT: need for professional counseling but isn't ready at this time
EDUCATION/TRAINING: not interested in continuing education at this time
FUTURE INVOLVEMENT WITH LAW: none

PROFILE #5

AGE: 21 SEX: M RACE: Caucasian ECONOMIC STATUS: middle class

FAMILY BACKGROUND: unstable, although caring family setting, resident has been independent since age 14, married while incarcerated

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ENTP
OTHER: personable, self starter, dominant personality, confident

CHEMICAL DEPENDENCY: moderate

INVOLVEMENT WITH LAW: PAST: a few involvements with short term jail incarceration

PRESENT CAUSE OF INCARCERATION: drug conspiracy

STATUS OF INCARCERATION: pre-trial (very long term)

MY INVOLVEMENT IN CASE: advocacy with court, advocacy with family, presence during trial

EDUCATION: LAST GRADE COMPLETED: 7
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: ran away from home
MAIN REASON FOR WANTING EDUCATION NOW: Obtain GED diploma, self improvement
EDUCATIONAL ASSESSMENT: BOTTELL 7-8, STANFORD 9.3, MATH LEVEL 3

EMPLOYMENT AT TIME OF INCARCERATION: self employed, owner of a car repair business

CAREER/JOB PREFERENCE: CAREER TYPE: enterprising
INTEREST: interested in privately owned business, or counseling

IN-JAIL PROGRAM: EDUCATION: ABLE: GED, GED diploma, post GED work in Algebra
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: college education, family, home

POST-JAIL FOLLOW-UP ACTIVITIES: sentenced six years to prison
- contact with family
- contact through correspondence

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: prison
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: very positive
INVOLVEMENT IN PRISON PROGRAMS: At this time he has not been in prison long enough to be eligible for programs

PROFILE #6

AGE: 21 SEX: F RACE: Black American ECONOMIC STATUS: poverty level

FAMILY BACKGROUND: unstable family setting, married, husband in Stateville, child

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISTJ
OTHER: reserved but personable, opinionated, tried to commit suicide three times as juvenile

CHEMICAL DEPENDENCY: moderate dependence on alcohol and drugs

INVOLVEMENT WITH LAW: PAST: a few involvements with short term jail incarceration, felony conviction
PRESENT CAUSE OF INCARCERATION: attempted murder
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court, presence in court

EDUCATION: LAST GRADE COMPLETED: 12
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: N.A.
MAIN REASON FOR WANTING EDUCATION NOW: college education for counseling career
EDUCATIONAL ASSESSMENT: BOTTELL 7-8, STANFORD 9, MATH LEVEL 5

EMPLOYMENT: AT TIME OF INCARCERATION: unemployed, ADC

CAREER/JOB PREFERENCE: CAREER TYPE: social
INTEREST: interested in counseling

IN-JAIL PROGRAM: EDUCATION: individualized reading program
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: relocation in Florida, complete college degree and begin study for counseling career

POST-JAIL FOLLOW-UP ACTIVITIES: released pre-trial on bond
- moved to Florida because her life was endangered in Joliet
- correspondence contact
- continual support contact

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: satisfactory
EMPLOYMENT: part-time waitress position
PERSONAL/SOCIAL ADJUSTMENT: satisfactory
EDUCATION/TRAINING: junior college classes
FURTHER INVOLVEMENT WITH LAW: none

PROFILE #7

AGE: 17 SEX: F RACE: Caucasian ECONOMIC STATUS: middle class

FAMILY BACKGROUND: stable family setting with no other problems with law in family

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ENTP
OTHER: personable, attractive, adventuresome, strong will/emotional outbursts

CHEMICAL DEPENDENCY: extreme dependence on drugs which is crime related

INVOLVEMENT WITH LAW: PAST: involvements as juvenile, short term jail incarceration
PRESENT CAUSE OF INCARCERATION: burglary
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court, advocacy with family, presence during court proceedings

EDUCATION: LAST GRADE COMPLETED: 9
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: didn't like school
MAIN REASON FOR WANTING EDUCATION NOW: bored in jail cell
EDUCATIONAL ASSESSMENT: BOTTELL 7, STANFORD 8.9, MATH LEVEL 3

EMPLOYMENT: AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: enterprising
INTEREST: not interested in any specific field, wants "fast money"

IN-JAIL PROGRAM: EDUCATION: ABLE: GED, GED diploma
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: vague goals of getting her own apartment, going to beauty school

POST-JAIL FOLLOW-UP ACTIVITIES: released pre-trial on bond
- advocacy with beauty school, prisoner release office, township office, family counseling
- continual contact

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: family offered home, but she wanted independence and an apartment
EMPLOYMENT: only in sense of prostitution/drug dealing
PERSONAL/SOCIAL ADJUSTMENT: still not adjusted, emotional problems but not ready for professional help
EDUCATION/TRAINING: started beauty school but quit after one week
FURTHER INVOLVEMENT WITH LAW: picked up for stealing dog food from Jewel, case dismissed

AGE: 25 SEX: F RACE: Black American ECONOMIC STATUS: poverty level

FAMILY BACKGROUND: relatively stable family setting, divorced, two children

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISFJ
OTHER: reserved, passive, pleasant

CHEMICAL DEPENDENCY: moderate use of alcohol and drugs

INVOLVEMENT WITH LAW: PAST: first involvement
PRESENT CAUSE OF INCARCERATION: embezzlement of currency exchange
STATUS OF INCARCERATION: jail sentence of 120 days
MY INVOLVEMENT IN CASE: advocacy with court for early release

EDUCATION: LAST GRADE COMPLETED: 12
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: N.A.
MAIN REASON FOR WANTING EDUCATION NOW: nursing degree
EDUCATIONAL ASSESSMENT: BOTTELL 7.8, STANFORD 9, MATH LEVEL 5

EMPLOYMENT: AT TIME OF INCARCERATION: short term employment as nurses' aode

CAREER/JOB PREFERENCE: CAREER TYPE: social
INTEREST: interested in nursing

IN-JAIL PROGRAM: EDUCATION: preparation for ACT test, individualized reading program
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: employment and return of children, apartment, nurses' training

POST-JAIL FOLLOW-UP ACTIVITIES: released early from sentence
- assistance in employment
- continual contact for support, encouragement
- advocacy with courts on restitution hearing

EVALUATION PARAMETERS

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: satisfactory
EMPLOYMENT: position as nurses' aide
PERSONAL/SOCIAL ADJUSTMENT: relatively stable, easily depressed
EDUCATION/TRAINING: registration for nurses' training Sept. '81
FURTHER INVOLVEMENT WITH LAW: none

PROFILE #9

AGE: 22 SEX: F RACE: Caucasian ECONOMIC STATUS: middle class

FAMILY BACKGROUND: stable family setting, she has been the problem for the family, lived with boyfriend but is now married

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISTP
OTHER: pleasant, assertive

CHEMICAL DEPENDENCY: past: extreme dependence on drugs
present; moderate dependence on alcohol

INVOLVEMENT WITH LAW: PAST: some involvements with short term jail incarceration
PRESENT CAUSE OF INCARCERATION: drug conspiracy
STATUS OF INCARCERATION: pre-trial (long term)
MY INVOLVEMENT IN CASE: advocacy with court, advocacy with family, presence during court proceedings

EDUCATION: LAST GRADE COMPLETED: 12
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: N.A.
MAIN REASON FOR WANTING EDUCATION NOW: college degree
EDUCATIONAL ASSESSMENT: BOTTELL H.S., STANFORD Grad., MATH LEVEL 5

EMPLOYMENT: AT TIME OF INCARCERATION: unemployed, attending JJC and selling drugs

CAREER/JOB PREFERENCE: CAREER TYPE: social
INTEREST: interested in psychology, counseling, nursing

IN-JAIL PROGRAM: EDUCATION: advocacy in completing college course
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: marriage and family, employment, independent living situation, complete college education

POST-JAIL FOLLOW-UP ACTIVITIES: released pre-trial on bond (advocacy in obtaining bond money)
- assistance in employment, college registration, pregnancy
- continual contact including death of mother, marriage, birth of child

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: adequate (court settlement on an accident provided funds)
EMPLOYMENT: waitress, now self-employed with financial involvement in real estate
PERSONAL/SOCIAL ADJUSTMENT: satisfactory but easily depressed, court trial still pending
EDUCATION/TRAINING: not continuing education now (baby), but plans to complete college
FURTHER INVOLVEMENT WITH LAW: none

PROFILE #10

AGE: 18 SEX: F RACE: American Indian ECONOMIC STATUS: indigent/welfare

FAMILY BACKGROUND: extremely unstable family background, foster home with ten other children

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ESTP
OTHER: poor self concept "street-wise tough", non-motivated, unstable

CHEMICAL DEPENDENCY: extreme dependence on alcohol and drugs

INVOLVEMENT WITH LAW: PAST: few involvements with short term jail incarceration
PRESENT CAUSE OF INCARCERATION: theft
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court, advocacy with family, presence during court proceedings

EDUCATION: LAST GRADE COMPLETED: 9
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: didn't like school
MAIN REASON FOR WANTING EDUCATION NOW: obtain GED for employment
EDUCATIONAL ASSESSMENT: BOTTELL 4, STANFORD 3.6, MATH LEVEL 2

EMPLOYMENT: AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: artistic
INTEREST: unrealistic interest in entertainment career

IN-JAIL PROGRAM: EDUCATION: ABLE: ABE (skill tutoring)
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: independent living, employment, GED

POST-JAIL FOLLOW-UP ACTIVITIES: released on probation
- assistance with survival needs
- assistance with CETA, not accepted at Learning & Skills
- assistance for acceptance with SER
- continual contact for two months, now periodic contact

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: minimal
EMPLOYMENT: unemployed, receives social security
PERSONAL/SOCIAL ADJUSTMENT: great need for professional help but she is not ready
EDUCATION/TRAINING: SER program
FURTHER INVOLVEMENT WITH LAW: none as yet

PROFILE #11

AGE: 35 SEX: M RACE: Caucasian ECONOMIC STATUS: poverty level

FAMILY BACKGROUND: unstable family setting, married and separated, spent most of adult life in institutions

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISTJ
OTHER: extremely serious, reserved, likeable, poor self concept

CHEMICAL DEPENDENCY: extreme use of alcohol which is crime related

INVOLVEMENT WITH LAW: PAST: continual, in and out of jails and prisons most of his adult life
PRESENT CAUSE OF INCARCERATION: armed robbery
STATUS OF INCARCERATION: appeal of extradition
MY INVOLVEMENT IN CASE: advocacy with appeal proceedings

EDUCATION: LAST GRADE COMPLETED: 9
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: didn't like school
MAIN REASON FOR WANTING EDUCATION NOW: motivated for GED, college, profession
EDUCATIONAL ASSESSMENT: BOTTELL 7-8, STANFORD 9.3, MATH LEVEL 3

EMPLOYMENT: AT TIME OF INCARCERATION: full time construction work

CAREER/JOB PREFERENCE: CAREER TYPE: social
INTEREST: interested in physical education

IN-JAIL PROGRAM: EDUCATION: ABLE, GED classes, GED diploma, post GED classes in Algebra, Writing, Reading, ACT preparation
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: continue education for college degree and career in physical education

POST-JAIL FOLLOW-UP ACTIVITIES: resident is still in jail
- continual counseling sessions for support and encouragement
- involvement of resident as tutor for other residents

EVALUATION PARAMETERS

PLACE OF RESIDENCE: jail, still waiting extradition
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: highly motivated, realistic goals, questions: can he survive outside institutional setting? how will he cope with his alcohol problem?
INVOLVEMENT IN PRISON PROGRAMS: self study programs, acts as a tutor in jail education program

PROFILE #12

AGE: 22 SEX: M RACE: Caucasian ECONOMIC STATUS: poverty level

FAMILY BACKGROUND: unstable family setting, second of 9 children, only adult support is grandmother

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ESTJ
OTHER: personable but braggart "big time", multi faceted

CHEMICAL DEPENDENCY: extreme dependency on drugs

INVOLVEMENT WITH LAW: PAST: five convictions but little jail incarceration
PRESENT CAUSE OF INCARCERATION: "hit man", conspiracy to commit murder
STATUS OF INCARCERATION: pre-trial, long term
MY INVOLVEMENT IN CASE: advocacy with grandmother, presence during court proceedings

EDUCATION: LAST GRADE COMPLETED: 10
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: expulsion
MAIN REASON FOR WANTING EDUCATION NOW: desire to get a job
EDUCATIONAL ASSESSMENT: BOTTELL 4, STANFORD 3.6, MATH LEVEL 2

EMPLOYMENT: AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: realistic
INTEREST: interested in construction but likes "fast money"

IN-JAIL PROGRAM: EDUCATION: ABLE, ABE (remarkable improvement) tutoring
COUNSELING: personal

POST-JAIL MAIN GOALS: vague goals, still caught up in "deals" etc.

POST-JAIL FOLLOW-UP ACTIVITIES: plea bargain sentence to prison, maximum security
- correspondence contact

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: prison
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: not apparant, needs professional-personal counseling and drug program
INVOLVEMENT IN PRISON PROGRAMS: education program

PROFILE #13

AGE: 20 SEX: M RACE: Caucasian ECONOMIC STATUS: middle class

FAMILY BACKGROUND: unstable family background, divorce, independent as juvenile

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ENFP
OTHER: personable, alert, self starter

CHEMICAL DEPENDENCY: extreme dependence on drugs which is crime related

INVOLVEMENT WITH LAW: PAST: several involvements with short term jail incarceration
PRESENT CAUSE OF INCARCERATION: accused of murder
STATUS OF INCARCERATION: pre-trial, long term
MY INVOLVEMENT IN CASE: advocacy with court, presence during court proceedings

EDUCATION: LAST GRADE COMPLETED: 10
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: expulsion
MAIN REASON FOR WANTING EDUCATION NOW: GED, college
EDUCATIONAL ASSESSMENT: BOTTELL H.S., STANFORD Grad., MATH LEVEL 5

EMPLOYMENT: AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: realistic
INTEREST: interested in computer science

IN-JAIL PROGRAM: EDUCATION: ABLE, GED classes, GED diploma, Algebra, Computer Science
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: college degree and profession in computer science, relocation

POST-JAIL FOLLOW-UP ACTIVITIES: plea bargained for 7 year sentence to prison
- advocacy with Department of Corrections for placement in minimum security and continuation of education

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: prison
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: seriously motivated but will have to leave friends after incarceration
INVOLVEMENT IN PRISON PROGRAMS: plans to take college courses (he is in process of placement now)

PROFILE #14

AGE: 23 SEX: M RACE: Caucasian ECONOMIC STATUS: indigent/welfare

FAMILY BACKGROUND: extremely unstable family, alcoholic parent, large family

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISFJ
OTHER: likeable, easily depressed (suicide attempt), "daredevil" attitude

CHEMICAL DEPENDENCY: extreme dependence on alcohol and drugs which is crime related

INVOLVEMENT WITH LAW: PAST: many involvements, both jail and prison sentences from age 16
PRESENT CAUSE OF INCARCERATION: burglary, parole violation
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court, advocacy with family, presence during court procedures

EDUCATION: LAST GRADE COMPLETED: 11
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: family problems
MAIN REASON FOR WANTING EDUCATION NOW: desire GED for better job
EDUCATIONAL ASSESSMENT: BOTTELL 5, STANFORD 6.3, MATH LEVEL 3

EMPLOYMENT: AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: realistic
INTEREST: interested in welding (any job)

IN-JAIL PROGRAM: EDUCATION: ABLE, ABE tutoring, pre GED classes
COUNSELING: personal, advocacy for alcohol counseling, transitional

POST-JAIL MAIN GOALS: "stay out of trouble", get employment

POST-JAIL FOLLOW-UP ACTIVITIES: sentenced for one year to maximum security facility
- advocacy with prison counselor
- continual contact with family
- correspondence contact
- will be released in August: assistance in acceptance for alcohol halfway house

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: prison
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: seems sincere, desires alcohol treatment
INVOLVEMENT IN PRISON PROGRAMS: in protective custody, no programs available

PROFILE #15

AGE: 21 SEX: M RACE: Caucasian ECONOMIC STATUS: poverty level

FAMILY BACKGROUND: extremely unstable family setting

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ESTJ
OTHER: personable, "big talker"

CHEMICAL DEPENDENCY: past: extreme drug dependence (overdose)
present: moderate dependence on alcohol

INVOLVEMENT WITH LAW: PAST: a few involvements with short term jail incarceration
PRESENT CAUSE OF INCARCERATION: accumulation of traffic fines
STATUS OF INCARCERATION: sentenced $5 a day payment
MY INVOLVEMENT IN CASE: N.A.

EDUCATION: LAST GRADE COMPLETED 10
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: expulsion
MAIN REASON FOR WANTING EDUCATION NOW: GED, better job
EDUCATIONAL ASSESSMENT: BOTTELL 7-8, STANFORD Grad., MATH LEVEL 4

EMPLOYMENT: AT TIME OF INCARCERATION: short term employment as shoe salesman

CAREER/JOB PREFERENCE: CAREER TYPE: social
INTEREST: interested in becoming a drug counselor

IN-JAIL PROGRAM: EDUCATION: ABLE, GED classes (left jail before testing)
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: GED, college, employment

POST-JAIL FOLLOW-UP ACTIVITIES: released from jail
- assistance for survival needs, employment
- assistance in being accepted at SER
- contact for three weeks and then he disappeared

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: not known
EMPLOYMENT: not known
PERSONAL/ SOCIAL ADJUSTMENT: not known
EDUCATION/TRAINING: not known, did not follow through with SER
FURTHER INVOLVEMENT WITH LAW: none at Will Co.

PROFILE #16

AGE: 35 SEX: M RACE: Black American ECONOMIC STATUS: indigent, welfare

FAMILY BACKGROUND: unstable family setting, married with four children

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISTJ
OTHER: reserved, anxious

CHEMICAL DEPENDENCY: extreme dependency on drugs which is crime related

INVOLVEMENT WITH LAW: PAST: in and out of jails and prisons throughout his life
PRESENT CAUSE OF INCARCERATION: burglary
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court, advocacy in obtaining drug treatment program, presence during court proceedings

EDUCATION: LAST GRADE COMPLETED: 12
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: N.A.
MAIN REASON FOR WANTING EDUCATION NOW: college
EDUCATIONAL ASSESSMENT: BOTTELL 7-8, STANFORD 8, MATH LEVEL 4

EMPLOYMENT: AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: social
INTEREST: interested in drug counseling

IN-JAIL PROGRAM: EDUCATION: tutoring in math
COUNSELING: personal, advocacy for drug counseling, career

POST-JAIL MAIN GOALS: drug treatment, employment, college

POST-JAIL FOLLOW-UP ACTIVITIES: released from jail into a drug treatment (alternative sentence) program
- periodic contact

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: Drug Center
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: appears positive
INVOLVEMENT IN DRUG CENTER PROGRAMS: active participant in training programs, chosen as a peer counselor

PROFILE #17

AGE: 21 SEX: M RACE: Caucasian ECONOMIC STATUS: poverty level

FAMILY BACKGROUND: unstable family setting, no father, now married with a child

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISTY
OTHER: extremely reticent (speech impediment), poor self image, nervous

CHEMICAL DEPENDENCY: present: moderate dependence on alcohol and drugs

INVOLVEMENT WITH LAW: PAST: first involvement
PRESENT CAUSE OF INCARCERATION: drug conspiracy
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court, advocacy with family, presence during court proceedings

EDUCATION: LAST GRADE COMPLETED: 10
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: didn't like school
MAIN REASON FOR WANTING EDUCATION NOW: GED, for better employment
EDUCATIONAL ASSESSMENT: BOTTELL 6, STANFORD 6, MATH LEVEL 3

EMPLOYMENT AT TIME OF INCARCERATION: unemployed (disability due to accident)

CAREER/JOB PREFERENCE: CAREER TYPE: realistic
INTEREST: interested in mechanics but disabled

IN-JAIL PROGRAM: EDUCATION: ABLE, ABE classes but quit after a few classes
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: meet survival needs, obtain employment, get GED diploma

POST-JAIL FOLLOW-UP ACTIVITIES: released from jail pre-trial
- advocacy with Il. Department of Vocational Rehabilitation
- assistance in CETA acceptance
- continual contact for support and encouragement

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: satisfactory
EMPLOYMENT: soft management of apartment (received money from accident)
PERSONAL/SOCIAL ADJUSTMENT: needs professional counseling but is not ready to accept it
EDUCATION/TRAINING: wants to get his GED but lacks impetus to carry it through
FURTHER INVOLVEMENT WITH LAW: none

PROFILE #18

AGE: 19 SEX: F RACE: Caucasian ECONOMIC STATUS: middle class

FAMILY BACKGROUND: relatively stable family situation, she has been the problem person in the family

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ENFP
OTHER: personable, self-starter, intelligent, restless

CHEMICAL DEPENDENCY: extreme dependence on drugs and alcohol

INVOLVEMENT WITH LAW: PAST: a few involvements with short term jail incarceration
PRESENT CAUSE OF INCARCERATION: drug conspiracy
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy in court, presence during court proceedings

EDUCATION: LAST GRADE COMPLETED: 10
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: pregnancy
MAIN REASON FOR WANTING EDUCATION NOW: GED and business college
EDUCATIONAL ASSESSMENT: BOTTELL H.S., STANFORD Grad., MATH LEVEL 9

EMPLOYMENT: AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: conventional
INTEREST: interested in a business profession

IN-JAIL PROGRAM: EDUCATION: ABLE, GED classes, GED diploma
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: degree in business employment

POST-JAIL FOLLOW-UP ACTIVITIES: sentenced for short term incarceration
- continual contact for support and encouragement

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: prison
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: not quite serious enough about change; drugs, alcohol and parties still important
INVOLVEMENT IN PRISON PROGRAMS: not as yet

PROFILE #19

AGE: 27 SEX: M RACE: Caucasian; ECONOMIC STATUS: poverty level

FAMILY BACKGROUND: extremely unstable family life

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ESFP
OTHER: nervous, restless, "big time operator"

CHEMICAL DEPENDENCY: extreme dependence on drugs

INVOLVEMENT WITH LAW: PAST: in and out of jails and prisons all his life
PRESENT CAUSE OF INCARCERATION: forgery
STATUS OF INCARCERATION: sentenced to 6 months in jail
MY INVOLVEMENT IN CASE: None

EDUCATION: LAST GRADE COMPLETED: 8
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: expulsion
MAIN REASON FOR WANTING EDUCATION NOW: get GED for better employment
EDUCATIONAL ASSESSMENT: BOTTELL 6, STANFORD 9-9, MATH LEVEL 3

EMPLOYMENT AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: realistic
INTEREST: interested in maintenance work

IN-JAIL PROGRAM: EDUCATION: ABLE, ABE - began and quit
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: JJC program for maintenance training

POST-JAIL FOLLOW-UP ACTIVITIES: released after serving sentence
- advocacy with CETA, JJC, township office
- contacts but then resident moved in with drug scene and didn't follow through on any arrangements that had been made

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: not known
EMPLOYMENT: not known
PERSONAL/SOCIAL ADJUSTMENT: not known
EDUCATION/TRAINING: not known
FURTHER INVOLVEMENT WITH LAW: none as yet in Will County

PROFILE #20

AGE: 24 SEX: M RACE: Caucasian ECONOMIC STATUS: lower middle class

FAMILY BACKGROUND: relatively stable family situation

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISTP
OTHER: pleasant, passive

CHEMICAL DEPENDENCY: extreme dependence on alcohol and drugs which is crime related

INVOLVEMENT WITH LAW: PAST: few involvements with short term jail incarceration
PRESENT CAUSE OF INCARCERATION: aggravated battery
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court, advocacy with family

EDUCATION: LAST GRADE COMPLETED: 10
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: didn't like school
MAIN REASON FOR WANTING EDUCATION NOW: GED for better employment
EDUCATIONAL ASSESSMENT: BOTTELL 7-8, STANFORD 9.9, MATH LEVEL 4

EMPLOYMENT AT TIME OF INCARCERATION: short term employment

CAREER/JOB PREFERENCE: CAREER TYPE: realistic
INTEREST: interested in refrigeration work

IN-JAIL PROGRAM: EDUCATION: ABLE, GED classes, GED diploma
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: meet survival needs, get employment, get refrigeration training

POST-JAIL FOLLOW-UP ACTIVITIES: released on probation
- assistance with survival needs, possibilities for training
- continual contact for support and encouragement

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: satisfactory
EMPLOYMENT: unemployment compensation
PERSONAL/SOCIAL ADJUSTMENT: needs professional help but is not ready
EDUCATION/TRAINING: not motivated enough to begin school
FURTHER INVOLVEMENT WITH LAW: none

PROFILE #21

AGE: 30 SEX: F RACE: Black American ECONOMIC STATUS: indigent/welfare

FAMILY BACKGROUND: unstable family setting, one child who stays with mother

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: INTP
OTHER: quiet, reserved, determined

CHEMICAL DEPENDENCY: no dependency

INVOLVEMENT WITH LAW: PAST: many involvements, both jail and prison sentences
PRESENT CAUSE OF INCARCERATION: forgery
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court, presence during court proceedings

EDUCATION: LAST GRADE COMPLETED: 11
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: pregnant
MAIN REASON FOR WANTING EDUCATION NOW: GED diploma and college
EDUCATIONAL ASSESSMENT: BOTTELL H.S., STANFORD 9.9, MATH LEVEL 5

EMPLOYMENT AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: social
INTEREST: interested in becoming a social worker

IN-JAIL PROGRAM: EDUCATION: ABLE, GED classes
COUNSELING: personal, career

POST-JAIL MAIN GOALS: GED diploma, degree in social work

POST-JAIL FOLLOW-UP ACTIVITIES: sentenced to Dwight Penitentiary
- advocacy with Dwight Education program
- continual contact for support and encouragement

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: prison
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: seems sincere
INVOLVEMENT IN PRISON PROGRAMS: not at Dwight long enough to be accepted into education program

PROFILE #22

AGE: 28 SEX: M RACE: Caucasian ECONOMIC STATUS: poverty level

FAMILY BACKGROUND: moderately secure family setting, married to older woman who is epileptic

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISFP
OTHER: quiet, pleasant, reserved, poor self image

CHEMICAL DEPENDENCY: extreme dependence on drugs

INVOLVEMENT WITH LAW: PAST: many involvements including jail and prison sentences, short term
PRESENT CAUSE OF INCARCERATION: theft
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court to obtain 91½ ruling

EDUCATION: LAST GRADE COMPLETED: 10
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: entered military
MAIN REASON FOR WANTING EDUCATION NOW: get GED for better employment
EDUCATIONAL ASSESSMENT: BOTTELL 7-8, STANFORD 6.8, MATH LEVEL 4

EMPLOYMENT AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: realistic
INTEREST: interested in auto mechanics

IN-JAIL PROGRAM: EDUCATION: ABLE, GED classes
COUNSELING: personal, career, T.A.S.C. (drug)

POST-JAIL MAIN GOALS: employment

POST-JAIL FOLLOW-UP ACTIVITIES: sentenced to drug treatment, alternative to incarceration
- he is in the period of initial treatment where outside contact is not allowed. I plan to continue contact when it is possible

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: Drug Center
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: seems sincerely interested
INVOLVEMENT IN DRUG CENTER PROGRAMS: not known at this time

PROFILE #23

AGE: 23 SEX: M RACE: Black American ECONOMIC STATUS: indigent/welfare

FAMILY BACKGROUND: unstable family setting

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: INTJ
OTHER: personable, very talkative

CHEMICAL DEPENDENCY: moderate dependency on alcohol and drugs

INVOLVEMENT WITH LAW: PAST: first offense
PRESENT CAUSE OF INCARCERATION: accused of rape
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: none

EDUCATION: LAST GRADE COMPLETED: 12
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: N.A.
MAIN REASON FOR WANTING EDUCATION NOW: computer science degree
EDUCATIONAL ASSESSMENT: BOTTELL H.S., STANFORD 9.0, MATH LEVEL 9

EMPLOYMENT AT TIME OF INCARCERATION: stable employment

CAREER/JOB PREFERENCE: CAREER TYPE: investigative
INTEREST: interested in a career in computer science

IN-JAIL PROGRAM: EDUCATION: individualized math instruction
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: survival needs, employment, education in computer science

POST-JAIL FOLLOW-UP ACTIVITIES: released with time served
- assistance in CETA registration, Veterans Office, Prisoner Release

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: minimal
EMPLOYMENT: none (needs employment badly)
PERSONAL/SOCIAL ADJUSTMENT: relatively stable
EDUCATION/TRAINING: not possible yet
FURTHER INVOLVEMENT WITH LAW: none

PROFILE #24

AGE: 24 SEX: F RACE: Black American ECONOMIC STATUS: indigent/welfare

FAMILY BACKGROUND: very unstable family, one of 15 children

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISFP
OTHER: personable, emotionally frail

CHEMICAL DEPENDENCY: extreme dependence on drugs (4 times at Tinley Park- always quit)

INVOLVEMENT WITH LAW: PAST: many involvements, short jail sentences for theft, prostitution and drugs
PRESENT CAUSE OF INCARCERATION: theft
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court

EDUCATION: LAST GRADE COMPLETED: 11
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: expulsion
MAIN REASON FOR WANTING EDUCATION NOW: get GED diploma for a better job
EDUCATIONAL ASSESSMENT: BOTTELL 7-8, STANFORD 8.9, MATH LEVEL 4

EMPLOYMENT AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: social
INTEREST: interested in being social worker

IN-JAIL PROGRAM: EDUCATION: ABLE, GED classes
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: survival needs, employment

POST-JAIL FOLLOW-UP: sentenced to prison (committed another theft during a weekend release before going to Dwight)
- advocacy with Dwight education program
- communication for support and encouragement

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: prison
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: ambivalent: extremely difficult to change her life style at this point
INVOLVEMENT IN PRISON PROGRAMS: education program

PROFILE #25

AGE: 30 SEX: M RACE: Black American ECONOMIC STATUS: indigent/welfare

FAMILY BACKGROUND: relatively stable family setting, lives with girlfriend and 6 children to care for

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISFP
OTHER: reserved, quiet, emotionally frail, easily depressed

CHEMICAL DEPENDENCY: moderate dependence (former drug user and pimp)

INVOLVEMENT WITH LAW: PAST: a few involvements with short term jail incarceration
PRESENT CAUSE OF INCARCERATION: accused of armed robbery (didn't do it)
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court, advocacy with family, presence during court proceedings

EDUCATION: LAST GRADE COMPLETED: 8
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: didn't like school
MAIN REASON FOR WANTING EDUCATION NOW: GED for better employment
EDUCATIONAL ASSESSMENT: BOTTELL 3, STANFORD -, MATH LEVEL 3

EMPLOYMENT AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: social
INTEREST: interested in being a counselor or minister

IN-JAIL PROGRAM: EDUCATION: ABLE, ABE, tutoring in skills
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: survival needs, employment, continue education

POST-JAIL FOLLOW-UP ACTIVITIES: found not guilty, released (May 30)
- will continue contact for assistance in meeting employment, education needs

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: minimal
EMPLOYMENT: not known
PERSONAL/SOCIAL ADJUSTMENT: not known
EDUCATION/TRAINING: not known
FURTHER INVOLVEMENT WITH LAW: none

PROFILE #26

AGE: 24 SEX: M RACE: Caucasian ECONOMIC STATUS: poverty level

FAMILY BACKGROUND: extremely unstable life surrounded by violence, lives with girlfriend and 3 children (one is his)

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISTP
OTHER: almost dual personality, quiet-violent

CHEMICAL DEPENDENCY: extreme dependence on drugs and alcohol which is crime related

INVOLVEMENT WITH LAW: PAST: in and out of jails and prisons since he was 13
PRESENT CAUSE OF INCARCERATION: burglary
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court, advocacy with wife, presence during court proceedings

EDUCATION: LAST GRADE COMPLETED: 10
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: expulsion
MAIN REASON FOR WANTING EDUCATION NOW: GED for better employment
EDUCATIONAL ASSESSMENT: BOTTELL H.S., STANFORD 12.3, MATH LEVEL 5

EMPLOYMENT AT TIME OF INCARCERATION: short term employment

CAREER/JOB PREFERENCE: CAREER TYPE: realistic
INTEREST: interested in auto mechanics

IN-JAIL PROGRAM: EDUCATION: ABLE, GED classes, GED diploma
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: get GED, employment

POST-JAIL FOLLOW-UP ACTIVITIES: released on probation
- assistance in receiving help from family counseling
- continual contact for support and encouragement/home visits

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: satisfactory
EMPLOYMENT: Manpower
PERSONAL/SOCIAL ADJUSTMENT: great need for professional counseling, beginning to get help
EDUCATION/TRAINING: none as yet
FURTHER INVOLVEMENT WITH LAW: none as yet

PROFILE #27

AGE: 20 SEX: M RACE: Peurto Rican ECONOMIC STATUS: indigent/welfare

FAMILY BACKGROUND: extremely unstable family setting

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISFP
OTHER: reserved, poor self image

CHEMICAL DEPENDENCY: moderately dependent

INVOLVEMENT WITH LAW: PAST: some involvement with short term jail incarceration
PRESENT CAUSE OF INCARCERATION: robbery
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: none

EDUCATION: LAST GRADE COMPLETED: 8
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: didn't like school
MAIN REASON FOR WANTING EDUCATION NOW: GED for better employment
EDUCATIONAL ASSESSMENT: BOTTELL 4, STANFORD 3.4, MATH LEVEL 2

EMPLOYMENT AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: realistic
INTEREST: interested in auto mechanics

IN-JAIL PROGRAM: EDUCATION: ABLE, ABE, tutoring skills
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: survival needs, GED diploma, employment

POST-JAIL FOLLOW-UP: sentenced to prison
- advocacy with Il. Dept. of Corrections
- continual contact for support and encouragement

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: prison
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: seems sincere but it will be difficult when he is released
INVOLVEMENT IN PRISON PROGRAMS: enrolled in education courses for GED

PROFILE #28

AGE: 19 SEX: F RACE: Caucasian ECONOMIC STATUS: low middle class

FAMILY BACKGROUND: relatively stable family setting, some abuse by father-
unsettled marriage

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ESFJ
OTHER: personable, charming, low self image

CHEMICAL DEPENDENCY: no dependence on alcohol or drugs

INVOLVEMENT WITH LAW: PAST: first offense
PRESENT CAUSE OF INCARCERATION: drug
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court, advocacy with family, presence during court proceedings

EDUCATION: LAST GRADE COMPLETED: 10
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: marriage
MAIN REASON FOR WANTING EDUCATION NOW: GED and business career
EDUCATIONAL ASSESSMENT: BOTTELL 7-8, STANFORD 9.9, MATH LEVEL 5

EMPLOYMENT AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: conventional
INTEREST: interested in secretarial work

IN-JAIL PROGRAM: EDUCATION: short stay in jail
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: independence, GED, secretarial training

POST-JAIL FOLLOW-UP ACTIVITIES: released on I Bond pre-trial
- assistance in CETA application and acceptance in Learning and Skills Center
- advocacy with parents/home visits
- continual contact and support

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: adequate
EMPLOYMENT: part time with Learning and Skills Center
PERSONAL/SOCIAL ADJUSTMENT: still needs professional counseling but has shown marked improvement
EDUCATION/TRAINING: Learning and Skills Center
FURTHER INVOLVEMENT WITH LAW: none

PROFILE #29

AGE: 21 SEX: M RACE: Black American ECONOMIC STATUS: poverty level

FAMILY BACKGROUND: relatively secure

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: INTP
OTHER: reserved, pleasant, passive

CHEMICAL DEPENDENCY: no dependence

INVOLVEMENT WITH LAW: PAST: first offense
PRESENT CAUSE OF INCARCERATION: robbery
STATUS OF INCARCERATION: conviction, jail sentence
MY INVOLVEMENT IN CASE: none

EDUCATION: LAST GRADE COMPLETED: 10
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: expulsion
MAIN REASON FOR WANTING EDUCATION NOW: GED, better employment
EDUCATIONAL ASSESSMENT: BOTTELL 7-8, STANFORD Grad., MATH LEVEL 5

EMPLOYMENT AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: realistic
INTEREST: not sure of interests-vague

IN-JAIL PROGRAM: EDUCATION: ABLE, GED class, GED diploma
COUNSELING: personal, career, transitional

POST-JAIL MAIN GIALS: employment

POST-JAIL FOLLOW-UP ACTIVITIES: released into community
- assistance with CETA (failed test for welding program)
- assistance with Vocational Assessment Program
- contact for support and encouragement

EVALUATION PARAMETERS:

PLACE OF RESIDENCE: community
PARAMETERS:
SURVIVAL NEEDS MET: minimal
EMPLOYMENT: none
PERSONAL/SOCIAL ADJUSTMENT: needs professional counseling, but is not ready for it
EDUCATION/TRAINING: none as yet
FURTHER INVOLVEMENT WITH LAW: none

PROFILE #30

AGE: 24 SEX: M RACE: Black American ECONOMIC STATUS: poverty level

FAMILY BACKGROUND: relatively stable family setting

PERSONALITY CHARACTERISTICS: MYERS BRIGGS: ISFP
OTHER: personable, easy going

CHEMICAL DEPENDENCY: extreme dependence on alcohol which is crime related

INVOLVEMENT WITH LAW: PAST: many involvements with jail and prison incarceration
PRESENT CAUSE OF INCARCERATION: theft
STATUS OF INCARCERATION: pre-trial
MY INVOLVEMENT IN CASE: advocacy with court for TASC alternative

EDUCATION: LAST GRADE COMPLETED: 10
REASON FOR LEAVING SCHOOL BEFORE GRADUATION: expulsion
MAIN REASON FOR WANTING EDUCATION NOW: GED and better employment
EDUCATIONAL ASSESSMENT: BOTTELL 6, STANFORD 6.1, MATH LEVEL 4

EMPLOYMENT AT TIME OF INCARCERATION: unemployed

CAREER/JOB PREFERENCE: CAREER TYPE: realistic
INTEREST: interested in cullinary arts

IN-JAIL PROGRAM: EDUCATION: ABLE, ABE classes
COUNSELING: personal, career, transitional

POST-JAIL MAIN GOALS: GED, employment

POST-JAIL FOLLOW-UP ACTIVITIES: sentenced to prison
- advocacy with prison education personnel
(he recently entered prison and I have not had contact with him as of yet)

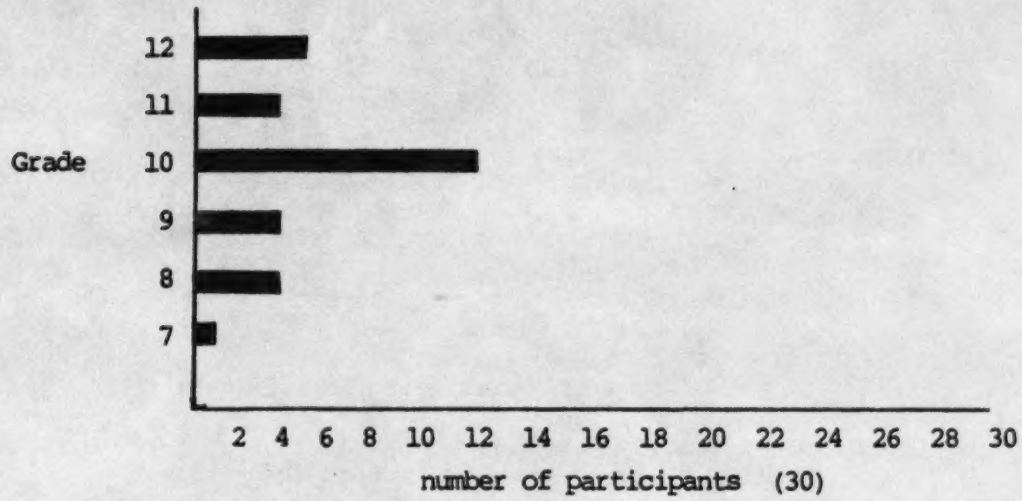
EVALUATION PARAMETERS:

PLACE OF RESIDENCE: prison
PARAMETERS:
MOTIVATION FOR CHANGE IN LIFE STYLE: seems sincere but it would be very difficult for him to change his lifestyle
INVOLVEMENT IN PRISON PROGRAMS: not eligible as yet

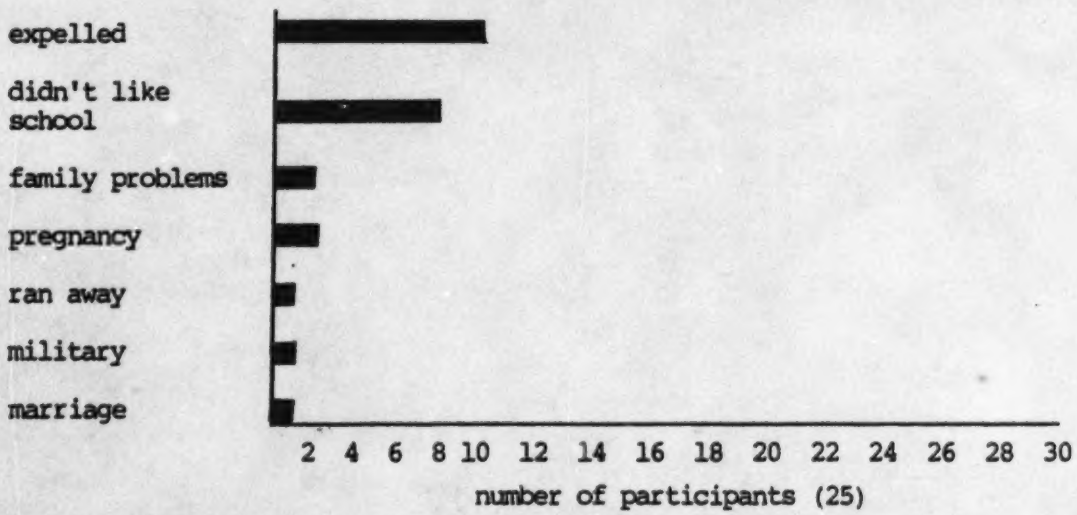
D. DEMOGRAPHICS: SUMMARY CHARTS

EDUCATIONAL BACKGROUND

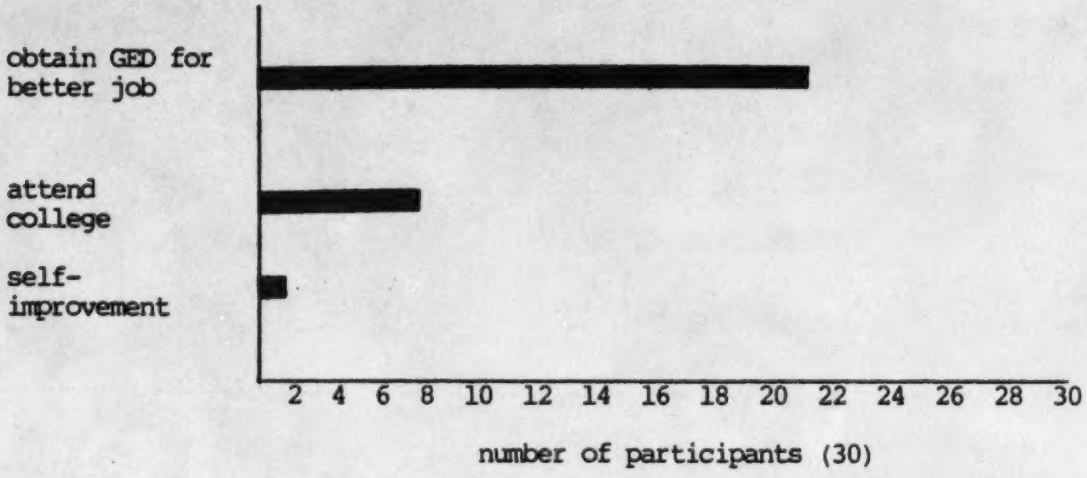
1. FINAL SCHOOL LEVEL



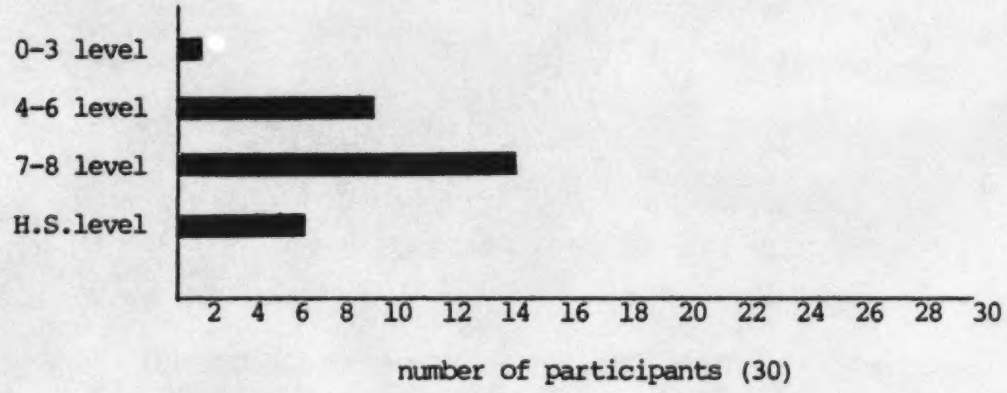
2. REASON FOR LEAVING SCHOOL BEFORE HIGH SCHOOL GRADUATION



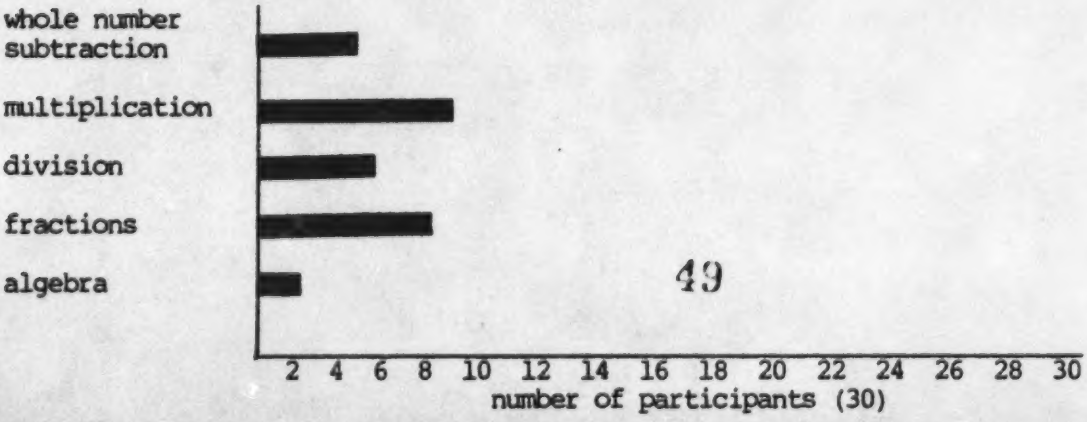
3. PRIMARY REASON FOR DESIRING AN EDUCATION NOW



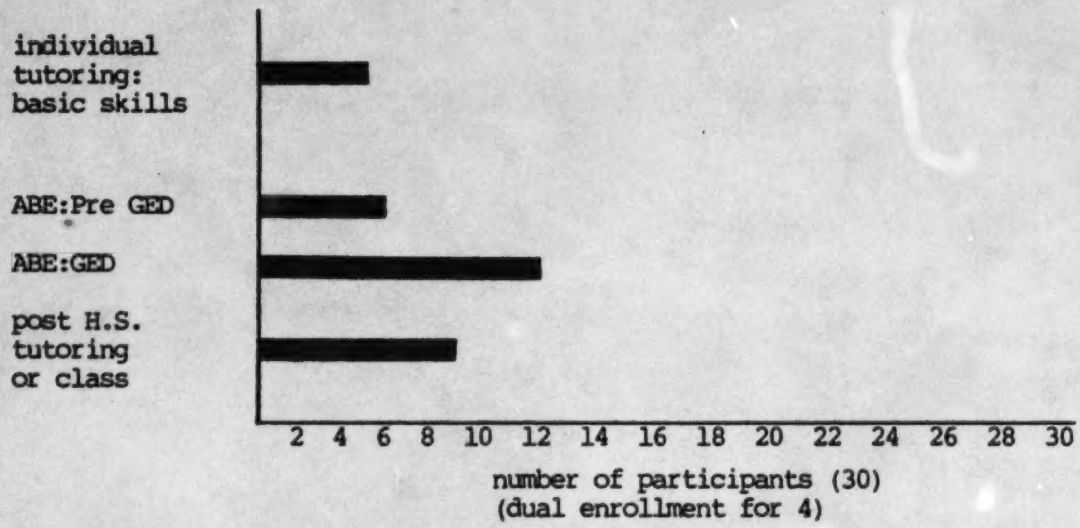
4. EDUCATIONAL ASSESSMENT: BOTTELL READING WORD OPPOSITE TEST



5. EDUCATIONAL ASSESSMENT: MATH LOCATOR LEVEL



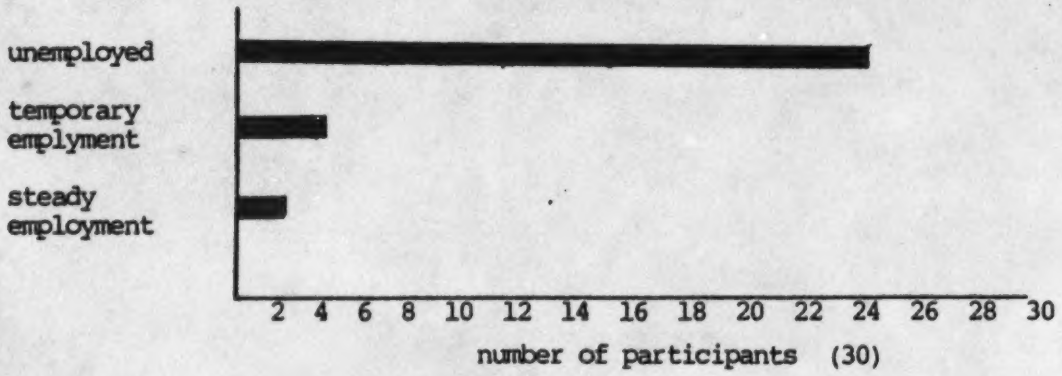
6. PLACEMENT IN JAIL EDUCATION PROGRAM


individual tutoring: basic skills
ABE:Pre GED
ABE:GED
post H.S. tutoring or class
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
number of participants (30)
(dual enrollment for 4)

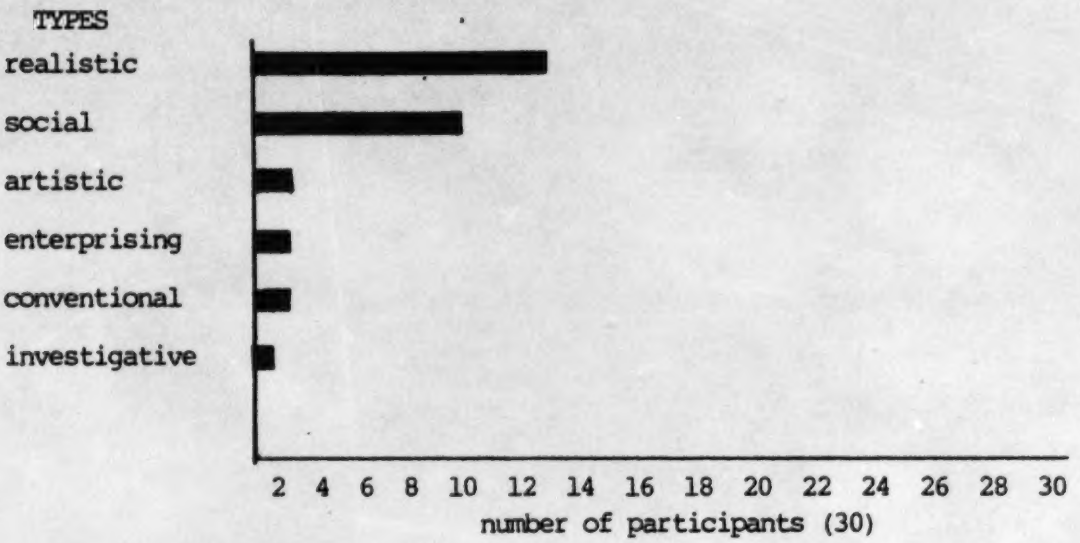
7. COMPLETION OF GED TEST AND GED DIPLOMA 10

EMPLOYMENT INFORMATION

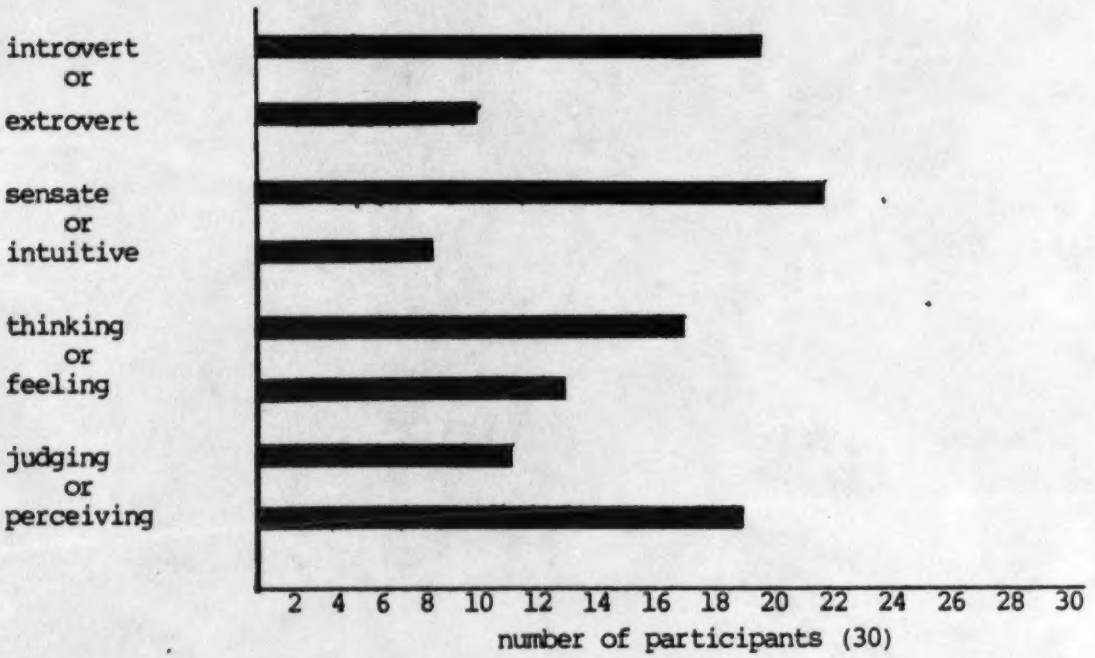
1. EMPLOYMENT AT TIME OF INCARCERATION



2. CAREER/JOB PREFERENCE (SELF-DIRECTED SEARCH)

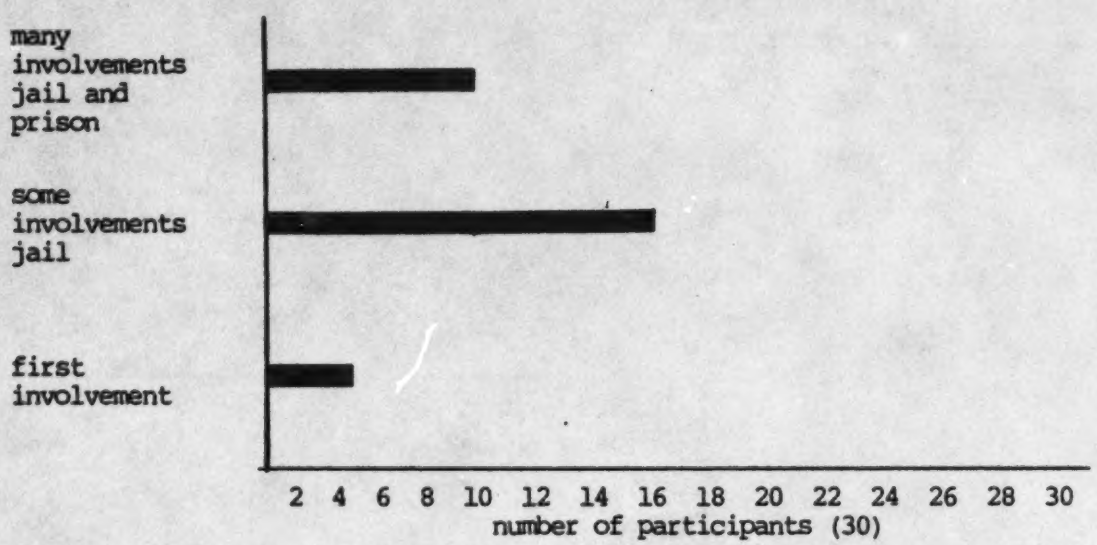


MYERS-BRIGGS PERSONALITY TYPES

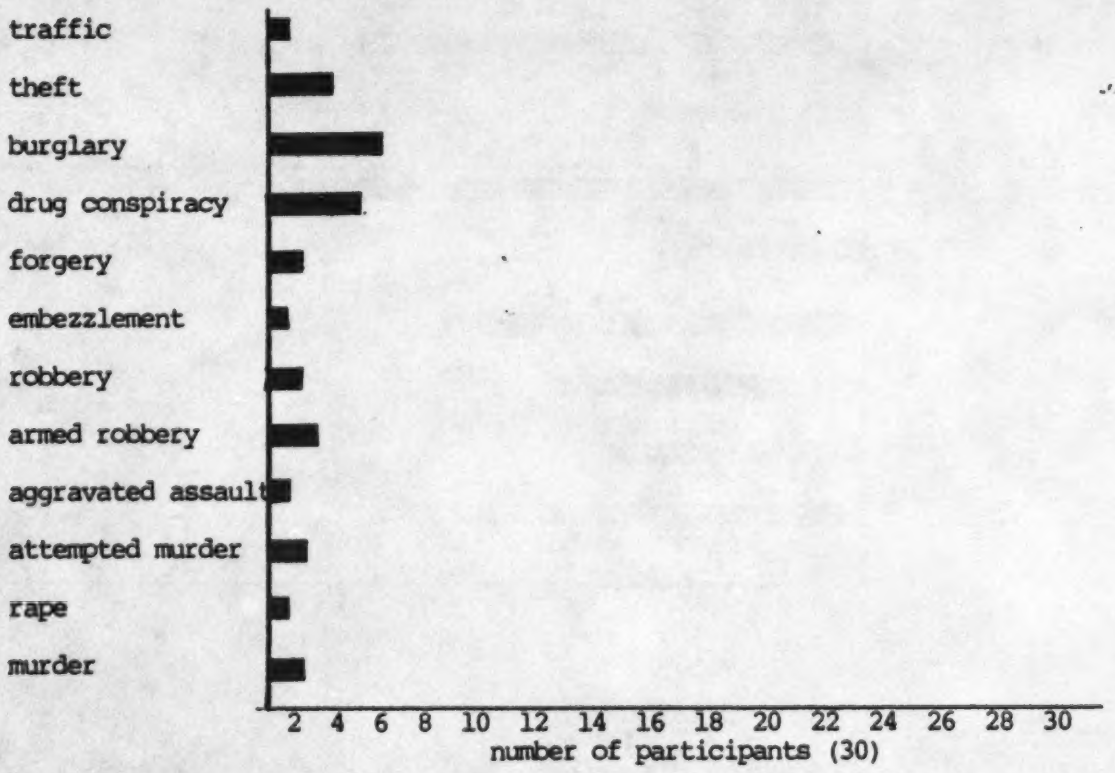


INVOLVEMENT WITH THE LAW

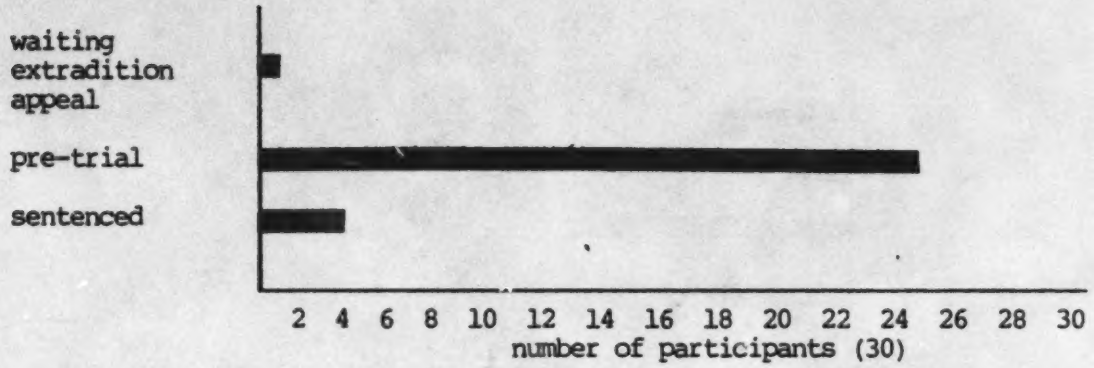
1. PAST HISTORY OF INVOLVEMENT WITH THE LAW


many involvements jail and prison
some involvements jail
first involvement
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
number of participants (30)

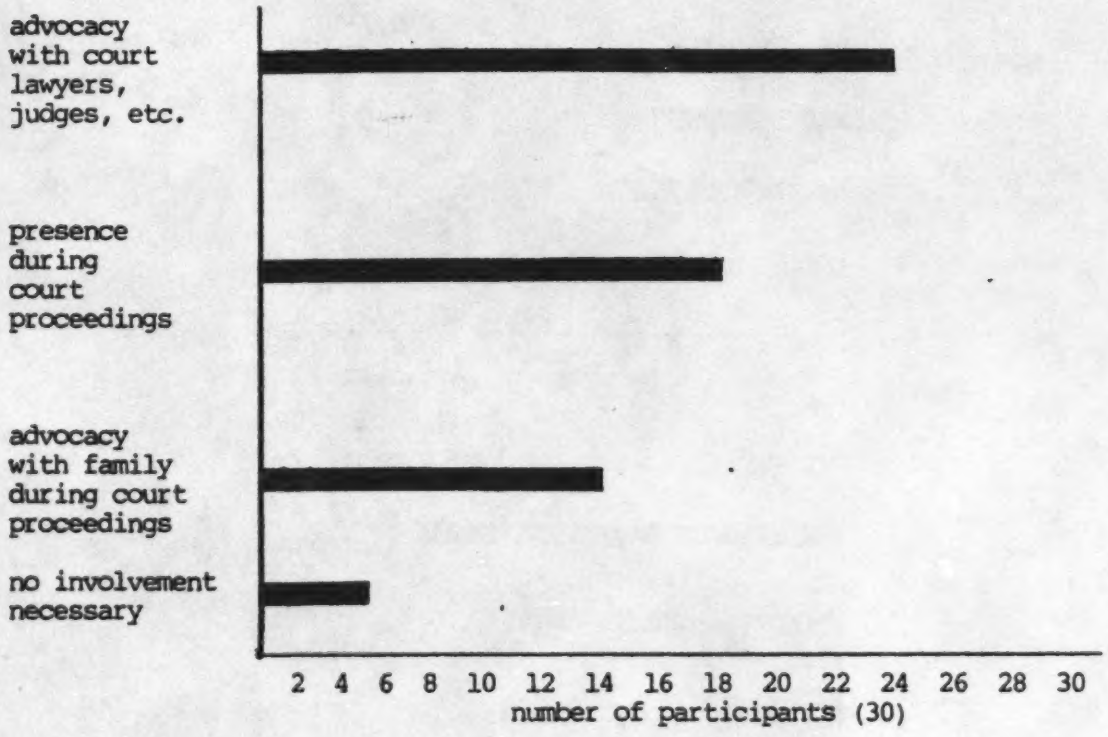
2. PRESNT CAUSE OF INCARCERATION



3. STATUS OF CASE WITH THE COURT

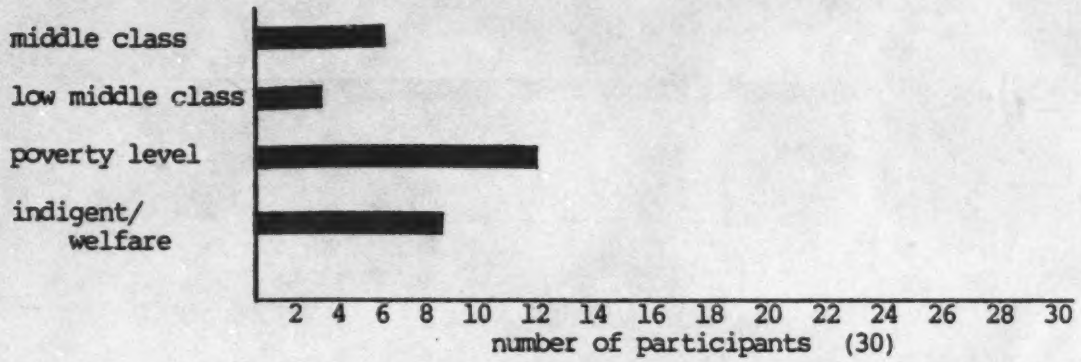


4. INVOLVEMENT OF PROJECT DIRECTOR IN COURT PROCEEDINGS

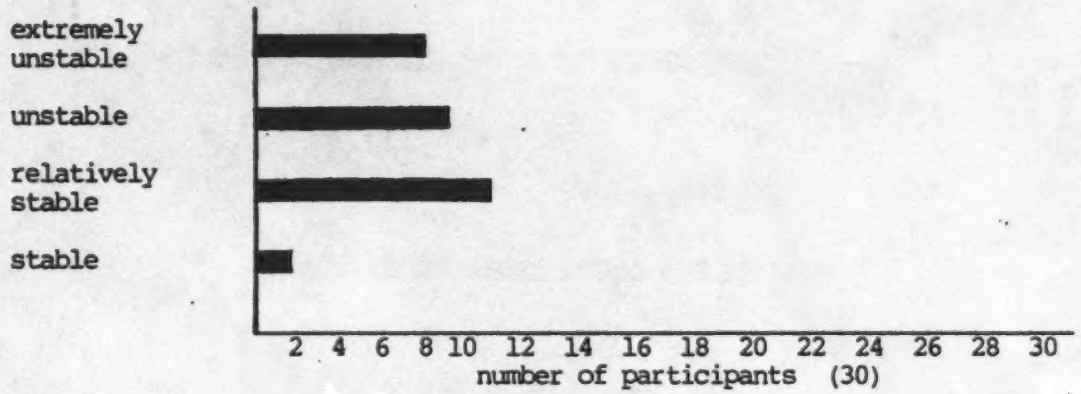

advocacy with court lawyers, judges, etc.
presence during court proceedings
advocacy with family during court proceedings
no involvement necessary
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
number of participants (30)

SOCIAL PROFILE INFORMATION

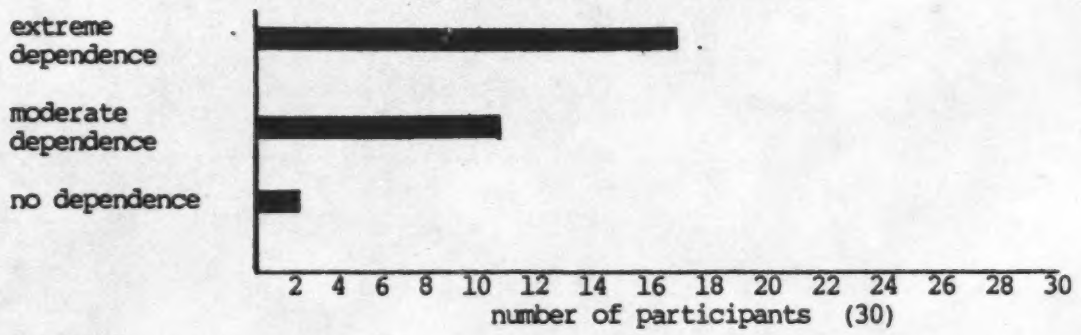
1. ECONOMIC STATUS


middle class
low middle class
poverty level
indigent/ welfare
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
number of participants (30)

2. STABLILITY OF FAMILY BACKGROUND



3. CHEMICAL DEPENDENCY ON ALCOHOL AND/OR DRUGS



COORDINATION PROJECT FOR EDUCATIONAL CHANGE AT WILL COUNTY JAIL 51.

JULY 1980 - JULY 1981

SUMMARY PROFILE OF PROJECT PARTICIPANTS

AGE: 17-20 7 21-24 16 25-29 3 30-35 4

SEX: Male 21 Female 9

RACE: Caucasion 18 Black American 10 American Indian 1 Spanish Surname 1

EDUCATION:

FINAL GRADE LEVEL COMPLETED IN SCHOOL: 7 1 8 4 9 4 10 12 11 4 12 5

REASON FOR LEAVING SCHOOL BEFORE GRADUATION FROM HIGH SCHOOL:

suspended or expelled 10 didn't like school 8 family problems 2

pregnancy 2 marriage 1 ran away from home 1 military service 1

PRIMARY REASON FOR DESIRING AN EDUCATION NOW:

obtain a GED and a better job 21 attend college 8 self-improvement 1

EDUCATIONAL ASSESSMENT:

BOTTELL READING PLACEMENT: 0-3 1 4-6 9 7-8 14 H.S. 6

MATH LOCATOR: whole number subtraction 5 multiplication 9 division 6

fractions 8 algebra 2

PLACEMENT IN JAIL EDUCATION PROGRAM:

individual tutoring; basic reading and math skills 5

pre-GED classes 6 GED classes 12 post-highschool tutoring 9

COMPLETION OF GED CLASSES AND GED DIPLOMA: 10

INVOLVEMENT WITH THE LAW:

PERSONAL HISTORY OF LAW INVOLVEMENT:

first involvement 4 previous jail time but no prison 16

previous jail and prison sentences 10

PRESENT CAUSE OF INCARCERATION

traffic 1 theft 4 burglary 6 drug conspiracy 5 forgery 2
embezzlement 1 robbery 2 armed robbery 3 aggravated assault 1
attempted murder 2 rape 1 murder 2

COURT STATUS:

pre-trial 25 appeal or extradition 1 sentenced to jail 4

SIGNIFICANT SOCIAL FACTORS:

CHEMICAL DEPENDENCY: some dependency on alcohol and drugs 11

extreme dependency on alcohol and drugs 17

UNEMPLOYMENT: unemployed at the time of incarceration 24

(only two of the participants had steady employment backgrounds)

LOW ECONOMIC STATUS: economically poor or indigent on welfare 21

UNSTABLE FAMILY BACKGROUND: raised in unstable family situations 20

CAREER TYPES:

Realistic type: (realistic jobs such as mechanic, farmer, electrician; has mechanical abilities but may lack social skills) 13

Social type: (social jobs such as teacher, counselor, case worker; has social skills but often lacks mechanical and scientific ability) 10

Artistic type: (likes artistic jobs such as composer, musician, writer; has artistic abilities but often lacks clerical skills) 2

Enterprising type: (likes enterprising jobs such as salesperson, manager, business executive, television producer, buyer; leadership and speaking abilities but often lacks scientific ability) 2

Conventional type: (likes conventional jobs such as bookkeeper, stenographer, financial analyst, banker; has clerical and arithmetic ability, but often lacks artistic ability) 2

Investigative type: (likes investigative jobs such as biologist, chemist, medical technologist; mathematical and scientific ability but often lacks leadership) 1

MYERS-BRIGGS PERSONALITY TYPES

extrovert 10 introvert 20; sensate 22 intuitive 8; thinking 17 feeling 13; judging 11 perceiving 19

PROVIDING IN-JAIL SERVICES TO PARTICIPANTS

NAME OF AGENCY	TYPE OF SERVICE
T.A.S.C. Treatment Alternatives to Street Crime	Drug dependency counseling, alternative to prison program
D.C.I.C. Drug Coordination and Information Council	Drug dependency counseling, methadone treatment
Will County Alcoholism Consultation Service	Alcohol dependency counseling, alternative to prison program
Will County Health Department	Venereal Disease testing and treatment
Prisoner Release Ministry	Counseling and job placement
CETA (Comprehensive Employment Training Act)	Interview for eligibility of placement in CETA sponsored programs including: Learning and Skills Center SER Joliet Junior College Job placement services

NETWORK OF COMMUNITY SERVICE AGENCIES 54.

PROVIDING POST-JAIL SERVICES TO PARTICIPANTS

NAME OF AGENCY	TYPE OF SERVICE
Will County Department of Public Aid	food stamps, medical card
Social Security Administration	social security card, disability assistance
Illinois Department of Labor	unemployment compensation
Joliet Township Board of Supervisors	survival assistance
Catholic Charities	survival assistance
Salvation Army	survival assistance
Will County Health Department	assistance during pregnancy
Will County Alcoholism Counseling Center	placement in half way house after release from prison
DCIC Drug Coordination and Information Council	drug dependency counseling
Prisoner Release Ministry	employment assistance
CETA (Comprehensive Employment Training ACT)	employment assistance education/training programs
Illinois State Employment Service	employment assistance
Vocational Assessment Center	assessment of job skills
Illinois Vocational Rehabilitation Division	employment for disabled
Manpower	temporary employment assistance
Learning and Skills Center (CETA APPLICANTS)	educational assistance (GED)
SER-Jobs for Progress (CETA APPLICANTS)	education assistance (ABE,GED) job training programs
JOLIET JUNIOR COLLEGE (CETA APPLICENTS)	job training programs
JOLIET JUNIOR COLLEGE Adult Education Programs	educational assistance (GED,ABE)
College of St. Francis	educational assistance
Joliet Junior College	educational assistance
Will County Probation Department	court problem assistance
Joliet Area Parole Office	parole assistance
Family Counseling Agency of Will County	family counseling
Morning Star Mission	temporary shelter, food
Joliet Motor Hotel	inexpensive housing
IL. Drivers' (Identification Division	I.D. card

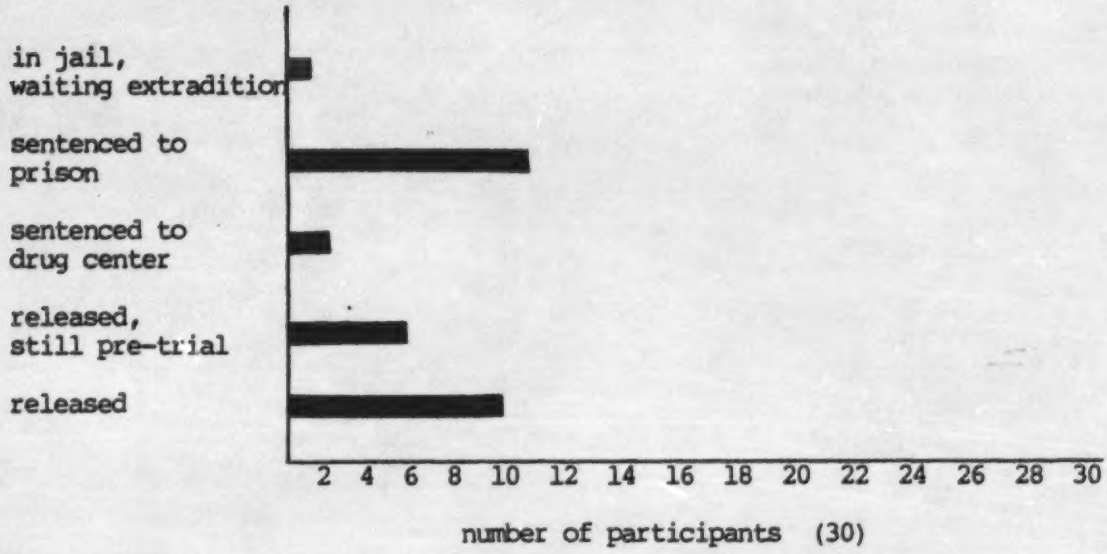
EDUCATION/PAST LAW INVOLVEMENT FOR TEN PARTICIPANTS

WHO RECEIVED THEIR GED DIPLOMA DURING INCARCERATION

AT WILL COUNTY JAIL

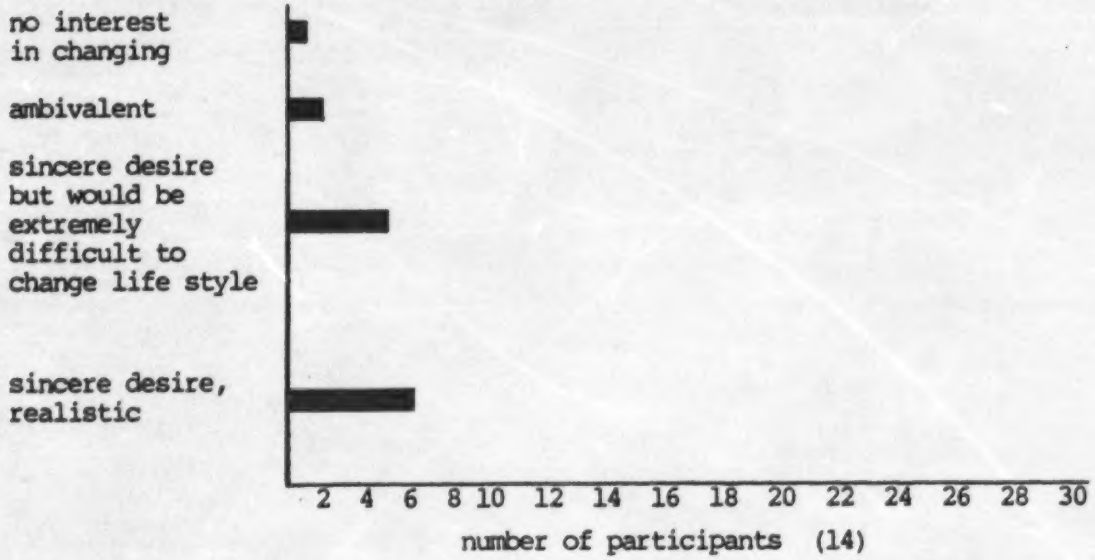
Profile Number	Age	Law Involvement	School level	Bottell	Reason for leaving school	Reason for wanting GED
3	22	jails and prisons since youth	8	7-8	family problems sent to juvenile home	better job college
4	22	some jail time	10	H.S.	didn't like it	better job
5	21	some jail time	7	7-8	ran away	better job college
7	17	some jail time	9	7	didn't like it	bored in jail, better job
11	35	jails and prisons since youth	9	7-8	didn't like it	college, self improvement
13	20	some jail time	10	H.S.	expelled	college
18	19	some jail time	10	H.S.	pregnant	business school
20	24	some jail time	10	7-8	didn't like it	better job
26	24	jails and prisons since youth	10	H.S.	expelled	better job
29	21	first offense	10	7-8	expelled	better job

PRESENT LOCATION OF PARTICIPANTS (6-1-81)

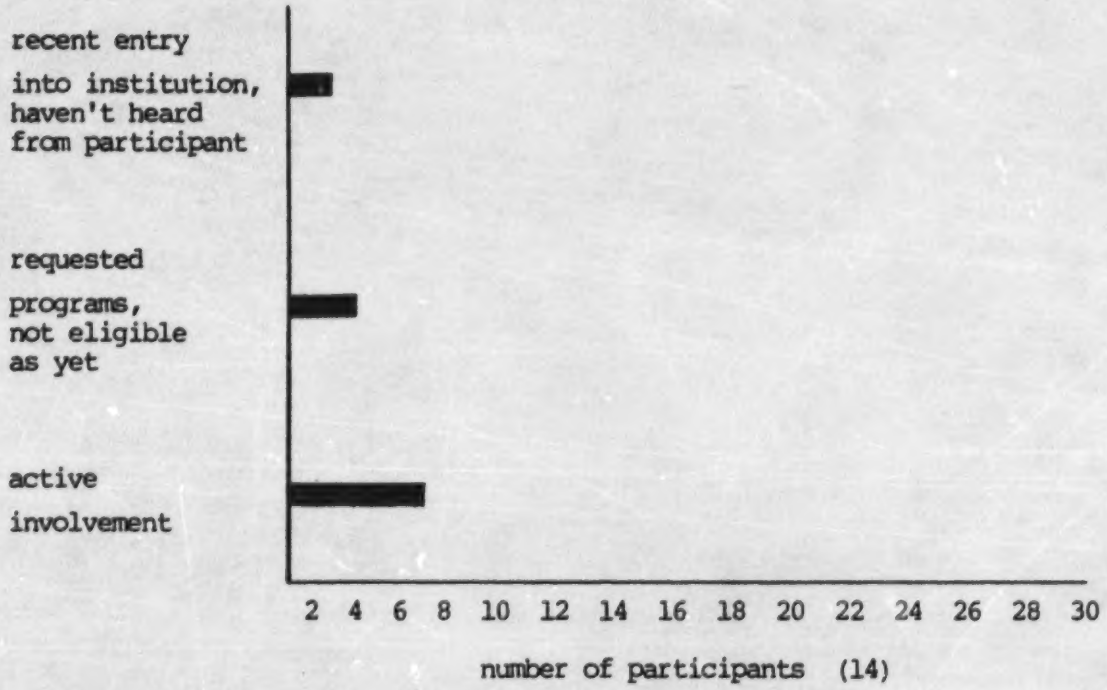

in jail, waiting extradition
sentenced to prison
sentenced to drug center
released, still pre-trial
released
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
number of participants (30)

EVALUATION PARAMETERS: PRISON, JAIL AND DRUG CENTER

1. MOTIVATION FOR POSITIVE CHANGE

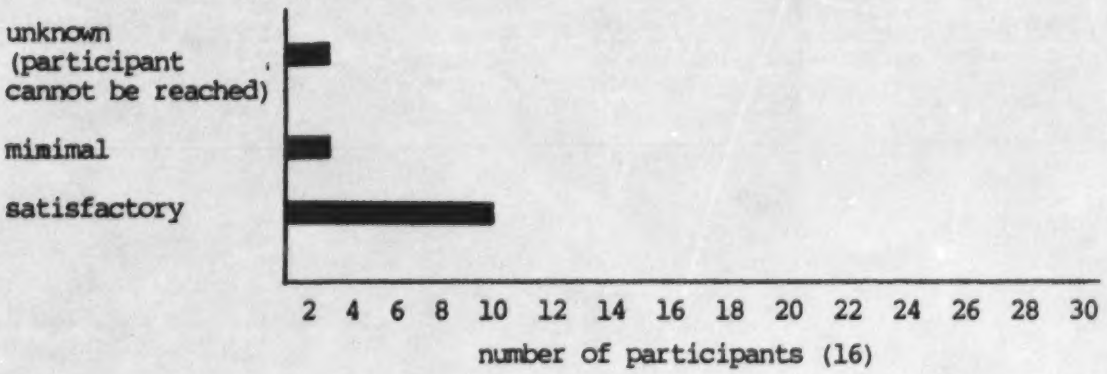

no interest in changing
ambivalent
sincere desire but would be extremely difficult to change life style
sincere desire, realistic
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
number of participants (14)

2. INVOLVEMENT IN INSTUTUTION PROGRAMS

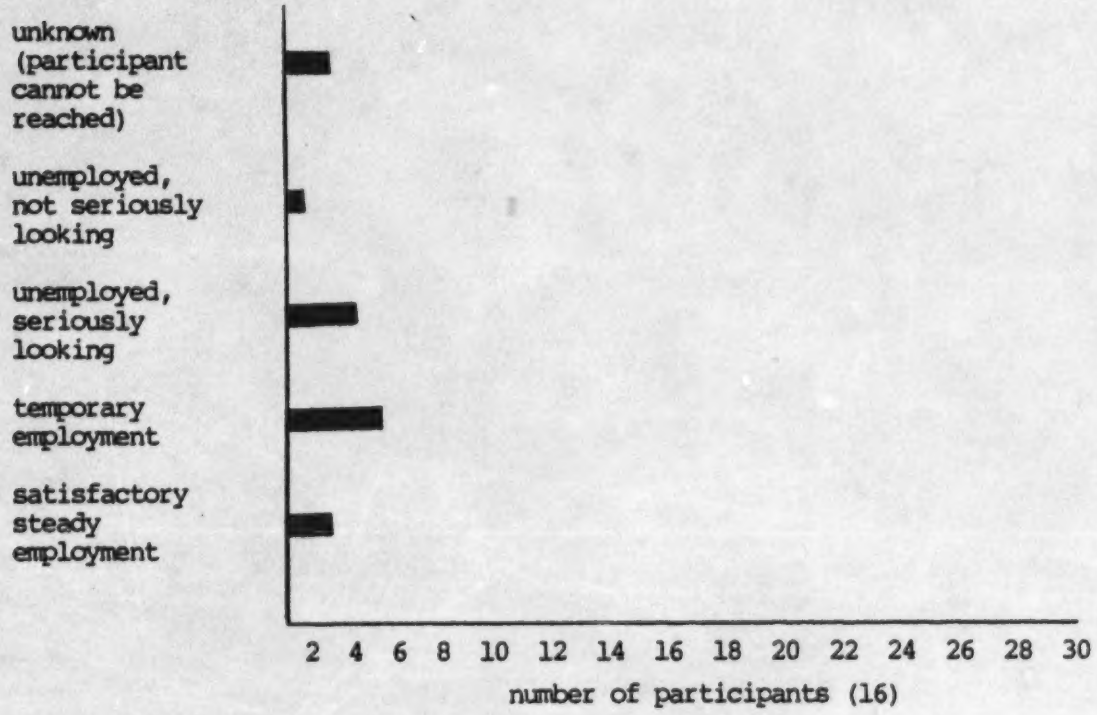

recent entry into institution, haven't heard from participant
requested programs, not eligible as yet
active involvement
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
number of participants (14)

EVALUATION PARAMETERS: RELEASED INTO THE COMMUNITY

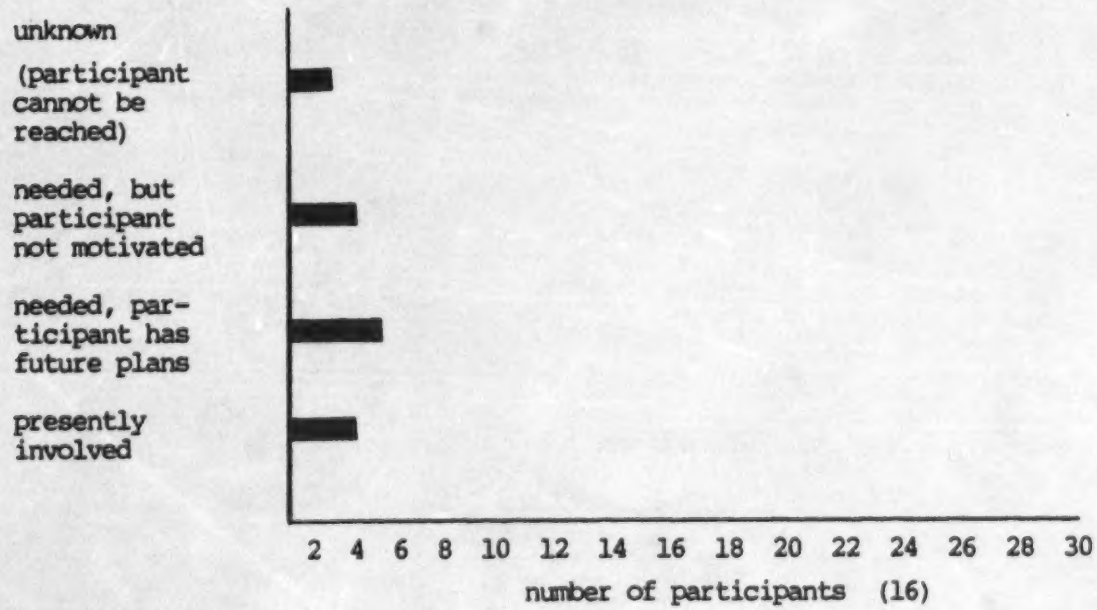
1. SURVIVAL NEEDS MET: SHELTER CLOTHING FOOD


unknown (participant cannot be reached)
mimimal
satisfactory
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
number of participants (16)

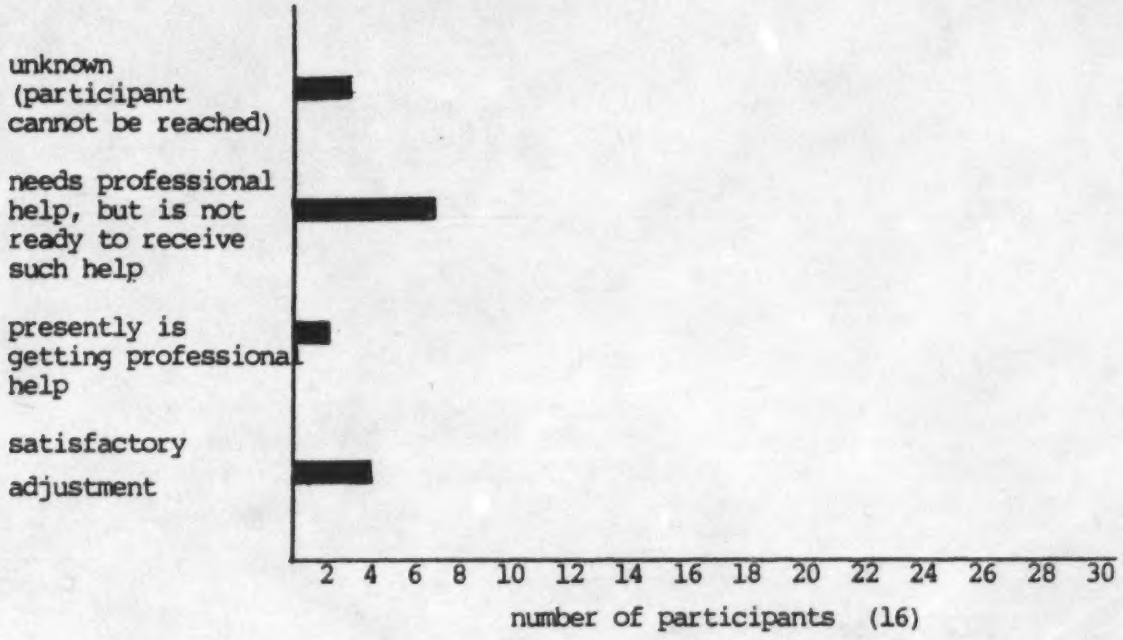
2. EMPLOYMENT


unknown (participant cannot be reached)
unemployed, not seriously looking
unemployed, seriously looking
temporary employment
satisfactory steady employment
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
number of participants (16)

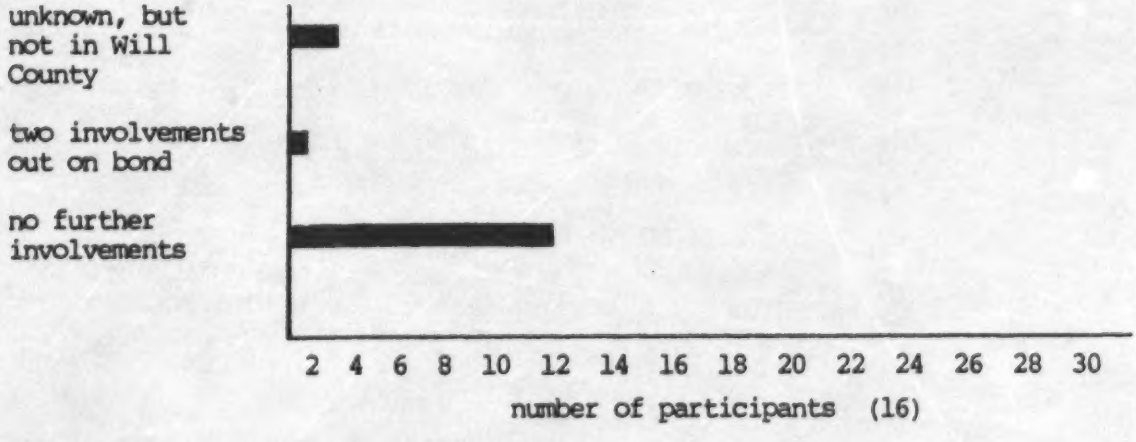
3. EDUCATION AND TRAINING


unknown (participant cannot be reached)
needed, but participant not motivated
needed, participant has future plans
presently involved
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
number of participants (16)

4. PERSONAL AND SOCIAL ADJUSTMENT


unknown (participant cannot be reached)
needs professional help, but is not ready to receive such help
presently is getting professional help
satisfactory adjustment
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
number of participants (16)

5. FURTHERINVOLVEMENT WITH THE LAW


unknown, but not in Will County
two involvements out on bond
no further involvements
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
number of participants (16)

MODEL PROGRAM FOR "FUTURES"

(A step by step procedure to implement a system of Intake-Assessment-Follow-up and Community Cooperation for residents of a jail or similar setting)

1. Present information concerning the Jail Education Program to the residents

2. Interview and select the residents who will participate in the Jail Education Program

Personal Interview: Intake Instrument #1 (Education and Employment Assessment)

Academic Assessment: Reading: Bottell Reading Inventory
Stanford Reading Comprehension
Math: JJC Math Locator Skills

3. Coordinate the levels of instruction needed for the participants, volunteer teachers, and the scheduling of classes.

- ABLE: ABE Basic Skills Tutoring
- ABLE: ABE Pre GED
- ABLE: GED Preparation
- Post High School Tutoring in Interest Areas

4. During the second week of classes introduce the students to the purposes of the Futures program

5. Designate three counseling sessions for each student who wishes to participate in Futures

COUNSELING SESSION #1: <u>WHERE HAVE I BEEN?</u>

Intake Instrument #2 <u>Social Profile</u> (Family, Economic status, Religion, Physical Health, Mental Health, Alcohol and Drug Dependency, Suicide Tendency, Involvement with Law, Post-jail Concerns Assessments)

COUNSELING SESSION #2: <u>WHAT DO I WANT TO DO?</u>

<u>Career Inventory</u>
The Self Directed Search for Educational and Vocational Planning: Form E

COUNSELING SESSION #3: WHAT KIND OF PERSON AM I?

Self-understanding
Myers-Briggs Type Indicator: Form G

6. Concurrent with the previous steps in this procedure, make initial contact with community agencies. Invite them to participate in a community network to provide in-jail and post-jail services.

7. If a specific problem surfaces in interviews with the participant, make provision for in-jail services in the specific area. Gradually develop a program of in-jail services.

8. Follow court proceedings with the pre-trial participant. When feasible, act as advocate with the court personnel and family of the participant.

9. Prepare the participant for transition from jail. Have him/her write specific long-range and immediate goals, and plans for their implementation. Design an education/training/employment plan with each participant. Talk about areas of responsibility for the director and the participant in a follow-up program.

10. If the participant is sentenced to prison, try to make contact with prison program administrators for rapid entry of individuals into programs. Continue follow-up by letters and visits when feasible.

11. If the participant is released back into the community, make definite arrangements for an initial post-jail meeting and plan for follow up. Review the booklet Your Guide to Community Services, and if necessary suggest definite referrals. If possible accompany the participant to the agency for the initial intake session.

12. Set parameters for evaluation such as those presented in this report.

F. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

CONCLUSION 1: A holistic approach to the offender is needed if the crime-incarceration-crime cycle is to be broken. This approach must be based on an accurate profile of each resident, as well as a realistic assessment of his/her individual needs. (It is perhaps too early to draw conclusions about the recidivism rate for the project participants, but it is significant that only one of the sixteen released back into the community has been involved again with the law.)

CONCLUSION 2: Jails warehouse people. However, given the proper direction, a jail can provide an atmosphere where life goals can be evaluated and new directions taken. This is particularly true for first-time offenders, but not impossible even for those whose entire life has been involved with crime.

CONCLUSION 3: Significant crime-related factors are unemployment, lack of education and skill training, chemical dependency on alcohol and drugs, and unstable family backgrounds.

CONCLUSION 4: Incarcerated persons have a lack of marketable skills and little or no job experience. Career counseling is necessary. Often these people have unrealistic goals for careers. They need help to determine those career areas for which they can receive training and in which they can realistically expect to get employment.

CONCLUSION 5: Chemical dependency on alcohol and drugs is a significant crime-related factor. In jail, men and women are warehoused for a few months, detoxified (often

with unmonitored painful withdrawals), and returned to the street with this same problem. Jails need viable drug and alcohol abuse programs.

CONCLUSION 6: A time gap often exists between release from jail and provision of basic human needs. Many incarcerated persons are no longer accepted into family homes, or their family life is too unstable for any successful transition. Temporary housing, immediate source of money for food, transportation, etc. are needed. Even though agencies in the community help provide survival needs, getting processed through these agencies takes time. Housing is particularly difficult to find, and some kind of transitional housing is imperative.

CONCLUSION 7: Our present economy presents a great obstacle to successful transition from jail into the community. Agencies exist to help find jobs, but the job market is particularly non-existent for unskilled persons. Also, hesitancy to hire a person with a felony record is still prevalent.

CONCLUSION 8: Continuation in education, particularly college, is often a goal, but once a person has been released, his/her first priority is the meeting of basic human needs. There is a significant difference between persons sentenced to prison and those released into the community. Those in prison are participating in education programs; those released are concerned with getting a job.

CONCLUSION 9: A significant number of incarcerated persons are in need of personal counseling by a psychologist or psychiatrist. Many have deep-seated emotional problems; some are mentally frail and should be receiving medical

attention. Often the person is not ready to accept such help. In-jail counseling in the Futures program can prepare the person to accept the professional help he/she needs.

CONCLUSION 10: Once aware of the problem, community service agencies are usually willing to respond by providing services for incarcerated persons. Lack of funding makes it impossible for some agencies to provide better in-jail services. (e.g. DCIC was just refused a grant request which would have provided personnel for in-jail drug counseling).

RECOMMENDATIONS

RECOMMENDATION 1: The system of intake-assessment-follow-up and community cooperation as outlined in this project should be accepted as a program for Will County Jail, and a director should be selected to implement the program.

RECOMMENDATION 2: The local community (government, educational and social service agencies) should accept the fiscal responsibility of providing services and programs for the residents of Will County Jail, and personnel for the coordination of such services. (Tax payers rebel against using money for persons who have committed crimes. However, statistics indicate eventually over 90% of these persons will be released back into the community where 60% will commit new crimes. Even if only a few change their life style the cost of such services and programs is a future investment for the county).

RECOMMENDATION 3: The educational and social service agencies should be encouraged to develop the network, offering more possibilities for in-jail services and a coordinated program for the delivery of these services. New services

recommended include CETA intake for education/training/ employment opportunities, better medical treatment, mental health treatment, more alcohol and drug dependency counseling, and family counseling.

RECOMMENDATION 4: Joliet Junior College should be commended for its cooperative community effort in the establishment of the Will County Jail education program. The supervisor of the Adult Basic Education Division of the College should be commended for her direction and support of a holistic approach toward change. The ABLE division should continue to support and develop the education program for the educationally needy residents of Will County Jail. This education program is the most effective entry point for residents to consider positive change in their lives.

RECOMMENDATION 5: A literacy program should be developed within the education program at the jail. Persons who cannot read are often embarrassed to enter a regular class. It is essential to develop an intake and assessment of reading skills for all residents to determine who is in need of this program and to encourage these persons to learn how to read.

RECOMMENDATION 6: The local community should explore the feasibility of sponsoring a half-way or transition house for persons released from jail.

RECOMMENDATION 7: Citizens should be made aware of the problems and concerns relating to jail and a volunteer involvement program should be developed in the areas of tutoring, personal contact with jail residents, and follow-up contact during transition into the community.